THE WAID ACADEMY

S5/S6

COURSE CHOICE BOOKLET

2020 - 2021

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INTRODUCTION

At The Waid Academy we expect most of our S4 pupils to continue their education into S5 and beyond. The pages of this guide show the routes of progression from S4 to S5/S6, and there are descriptors of the many different courses on offer. For students with good National 5 passes there is the possibility of sitting Highers in S5 and Advanced Higher and/or more Highers in S6. For those with National 4/5 passes, there is the possibility of National 5/Higher courses in S5 and more Highers in S6. For those with National 4 passes, there is the possibility of National 5 courses in S5 and Highers in S6. We would suggest that pupils with only National 3/4 passes investigate courses available at College as they may be more suited to their needs. There is however the possibility of some National 4 and other National Progression Awards (NPAs) accredited courses in school.

This is an important time in the lives of all S4/S5 pupils and they should all think seriously about the pathway of their future careers and lives. An interview with the school's careers adviser would be a positive step in the right direction.

There are a few S4 students whose 16th birthday falls between 30th September and 28th February and who can therefore leave school on 20th December 2019. Our strong advice to that small group is for them to take the conscious decision to see through the whole of S5, to pick courses which will give them qualifications at the end of S5, and then to move forward in June 2020 better equipped for either the world of employment or for a College/University place at the start of the session in 2020. To leave school in December is to be faced with limited options, and with fewer qualifications. S4 pupils who wish to consider options other than The Waid Academy before the end of S5 should plan a College transition programme with their Pupil Support Teacher imminently.

All students will be working within the National Qualifications framework. This means that courses consist of unit work. Most National and Higher courses have 3 or 4 units. Specific assessment details are given in the subject descriptors. A course award is given when; the appropriate standard of work and assessments are achieved and when the added value course assessment which at National 5 usually takes the form of an externally graded exam and/or assignment have been passed. At both National 5 & Higher level, unit assessments no longer need to be passed explicitly as before to gain an overall Course Award. However we continue to work on the consistency, standards and expectations of the Unit passes as well as other forms of standardised assessment work that can contribute to an overall award. Pupils who are not able to achieve a course award will still be accredited for any Unit work they have achieved.

In certain subjects, at National 5 level in particular, places may be limited and priority will be given on the basis of prior attainment. It is important, therefore, that pupils work with effort to achieve the best grades possible in their SQA exams. It is also essential that they follow procedures laid down and submit their choice forms by deadlines.

The progression route from National 5 with an A or B pass is normally to Higher. With a C or D pass at National 5, the best progression route will be decided on an individual basis. For some learners completing the Higher over two years may be the most advisable, for some depending on career pattern, repeating National 5 to increase the grade may be the best option.

In Session 2019/20, all subjects offer the new CfE Higher.

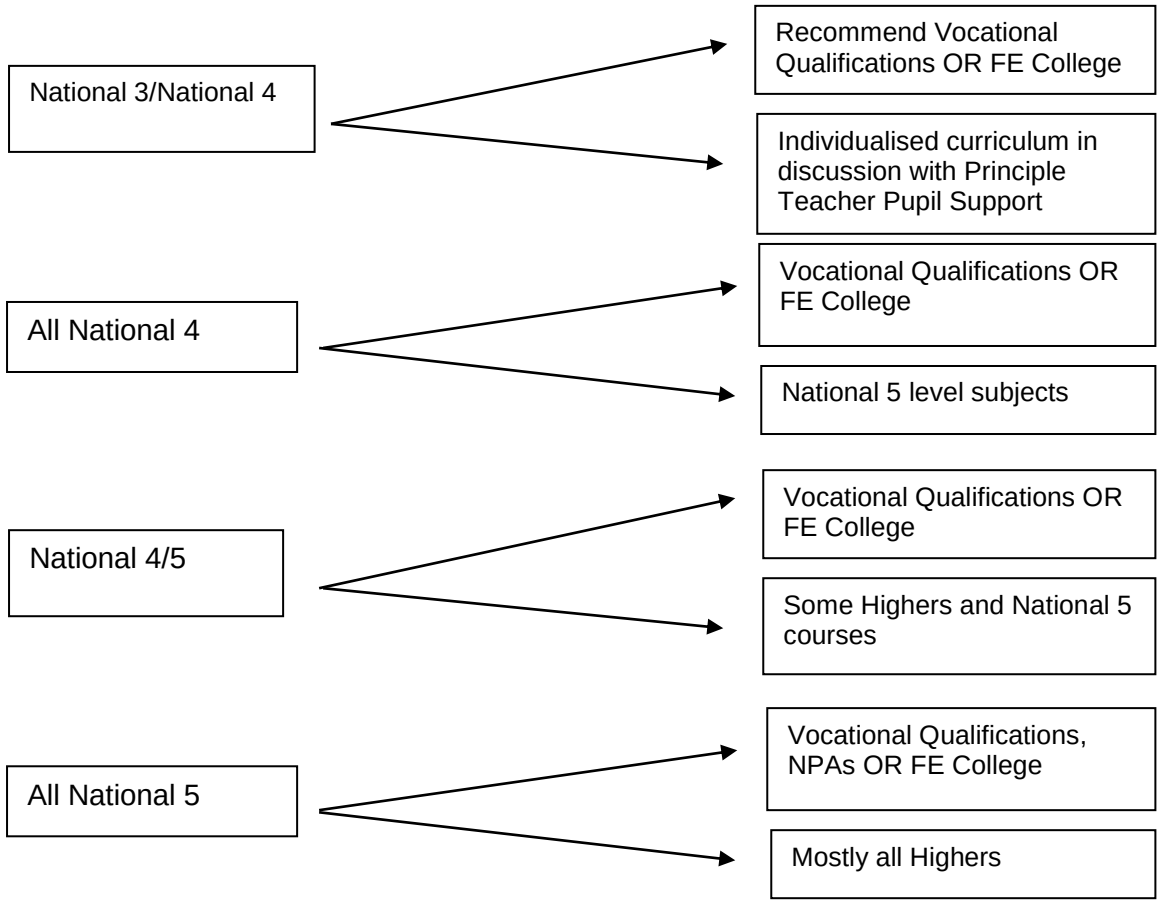
As always, if there is a difficulty with subject choices, students should arrange an interview with their Pupil Support Teacher or their Year Head, to try and sort it out.

We appreciate that these choices are not easy to make. Every assistance will be given to all students to help them choose the most appropriate courses for the careers they envisage for themselves.

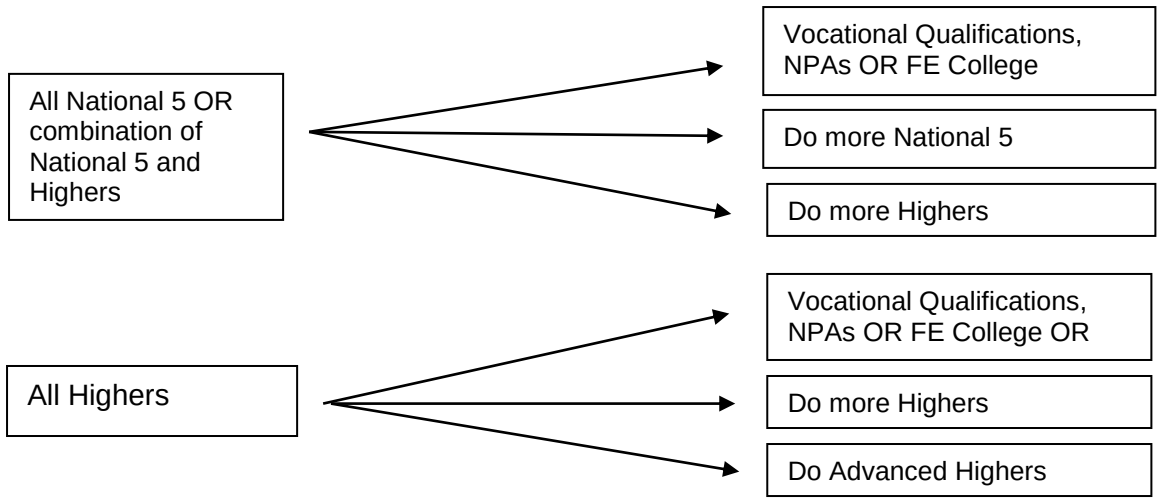
Elizabeth Smart
Rector January 2020

PROGRESSION ROUTES NOW - S5/6

S4 **S5** → Stay at school → must do 5 subjects



S5 **S6** → Stay at school → must do 4 or 5 subjects



NATIONAL QUALIFICATIONS COURSES IN S5 AT THE WAID ACADEMY

THE VALUE OF HIGHERS:

A good set of Highers is necessary for any student wishing to go directly from school to University or College to take a degree or Higher Diploma course. The number and quality of Highers required varies considerably depending on the institution's entry requirements and the type of course applied for. In general, a minimum of 2 B passes and 2 C passes are necessary, but very often the requirement is for 4 B passes or better. Students should check the entrance requirements set by their preferred University or College.

THE DEMANDS OF HIGHERS:

Higher Grade subjects are much more difficult than National Courses subjects. Thus, to be successful, Higher Grade candidates must be prepared to work conscientiously after school hours as well as during the school day. The amount of extra time required will vary from subject to subject and from candidate to candidate. It is true too that there are peaks and troughs during the school year, depending on the dates of tests and exams. Students who wish to obtain the best possible results must be prepared to work an average of 2-3 hours per week per subject. The HIGHER is a national competition, and candidates are judged against each other on a national scale. In most cases, Highers are a 1 year course and pupils are presented for SQA exams at the end of S5. In some cases, the appropriate progression route may be to study for the Higher course over 2 years, it may be possible to gain some unit awards in S5.

NEW HIGHER COURSES

As part of the Curriculum for Excellence developments, Higher Courses have been updated and revised to provide good progression from the new National 5 courses.

ADVANCED HIGHERS

As part of the Curriculum for Excellence developments, Advanced Higher courses have been updated and revised. In almost all cases, these new courses will be offered this session at The Waid Academy.

NATIONAL 5 COURSES

National 5 courses are valuable qualifications in their own right, for comparison with other courses (page 8).

OTHER QUALIFICATIONS AND LEARNING EXPERIENCES

Pupils in S5 and S6 can sometimes have the opportunity to choose options which do not fall into the category of SQA course awards. In some cases, SQA unit awards are available and in others alternative awards may be available. For details on this, see the specific course information. National Progression Awards (NPAs) are also a consideration for vocational experience.

PREPARING FOR EXAMINATIONS AND ASSESSMENTS

Students should prepare for examinations by keeping up with class work, constantly revising and by asking for advice from their teachers. Projects, folio work, investigations and so on should be completed well before the deadlines set in order to leave time for improvement before they are marked and sent to SQA. A lot of hard work is involved, but the rewards can be great.

S5 CURRICULUM

All students in S5 study a subject in every column of the Subject Choice Sheet. There are no “free” periods in S5. Subjects normally fall within the framework of National Qualifications assessed by the Scottish Qualifications Authority. All students in S5 also have PSE and PE classes. For all subjects there are 6 periods allocated per week.

S6 CURRICULUM

Students in S6 are expected to have a full curriculum with one subject chosen from each of the columns. There are no “free” periods in S6. Permission for a ‘Study period’ will be dependent on several factors – subjects and levels being studied (and an identified need for additional study/research time); a suitable room identified for this study, a staff signature obtained to verify the study/room arrangements. There will be no “out of school” arrangements sanctioned for any S6 pupil during the school day, unless a visit is part of a subject syllabus or an organised work placement. National Progression Awards (NPAs) are also a possibility in the Senior Phase in planning for vocational progression pathways.

COLLEGE LINKS

Information about College Link courses is given in this booklet, but is subject to change, depending on what Elmwood College can offer and on the level of uptake from our own student group.

SQA Qualifications in the SCQF

Ready Reckoner for SQA Qualifications in the SCQF

Customer Contact Centre 0345 279 1000 customer@sqa.org.uk

The Scottish Credit and Qualifications Framework (SCQF) helps people to understand and compare different qualifications in Scotland.

It does this by using two measures:

Levels (1-12) show how complex the learning of a qualification is.

Credit points indicate the volume of learning required to achieve a qualification.

One SCQF credit point represents 10 notional learning hours.

SQA qualifications are developed using SCQF level and credit points. This information is shown on the Scottish Qualifications Certificate. The Ready Reckoner shows the level and credit points for SQA Units, Courses and Group Awards.

scqf
scottish credit and qualifications framework

www.scqf.org.uk

Units

Type	SCQF credit points
Higher National Units SCQF levels 5-12	8
National Units SCQF level 7	8
National Units SCQF levels 1-6	6
SVQ Units SCQF levels 4-12	varies

National qualifications

	SCQF level	SCQF credit points
Advanced Higher	7	32
Higher	6	24
National 5 / Intermediate 2	5	24
National 4 / Intermediate 1	4	24
National 3 / Access 3	3	18
National 2 / Access 2	2	18
National 1 / Access 1	1	6

Scottish Baccalaureates

SCQF level	SCQF credit points
7	104

Group Awards

	SCQF level	SCQF credit points
Higher National Diploma	8	240
Higher National Certificate	7	96
National Certificate	4-6	72
National Certificate	2-3	54
Awards[1]	1-12	varies
Professional Development Awards[1]	6-12	varies
National Progression Awards[1]	2-6	varies

Scottish Vocational Qualifications [2]

	SCQF level
SVQ 5	11
SVQ 4	8-9
SVQ 3	6-7
SVQ 2	5
SVQ 1	4

[1] These are flexible Group Awards. SCQF credit points will vary according to the number of credits that they are made up of.

[2] Please refer to SQA's website for information on SVQs. The allocation of SCQF credit points and levels to SVQs will be undertaken as and when they are revised.

More information on the SCQF, and SQA's interactive ready reckoner, can be found at www.sqa.org.uk/scqf

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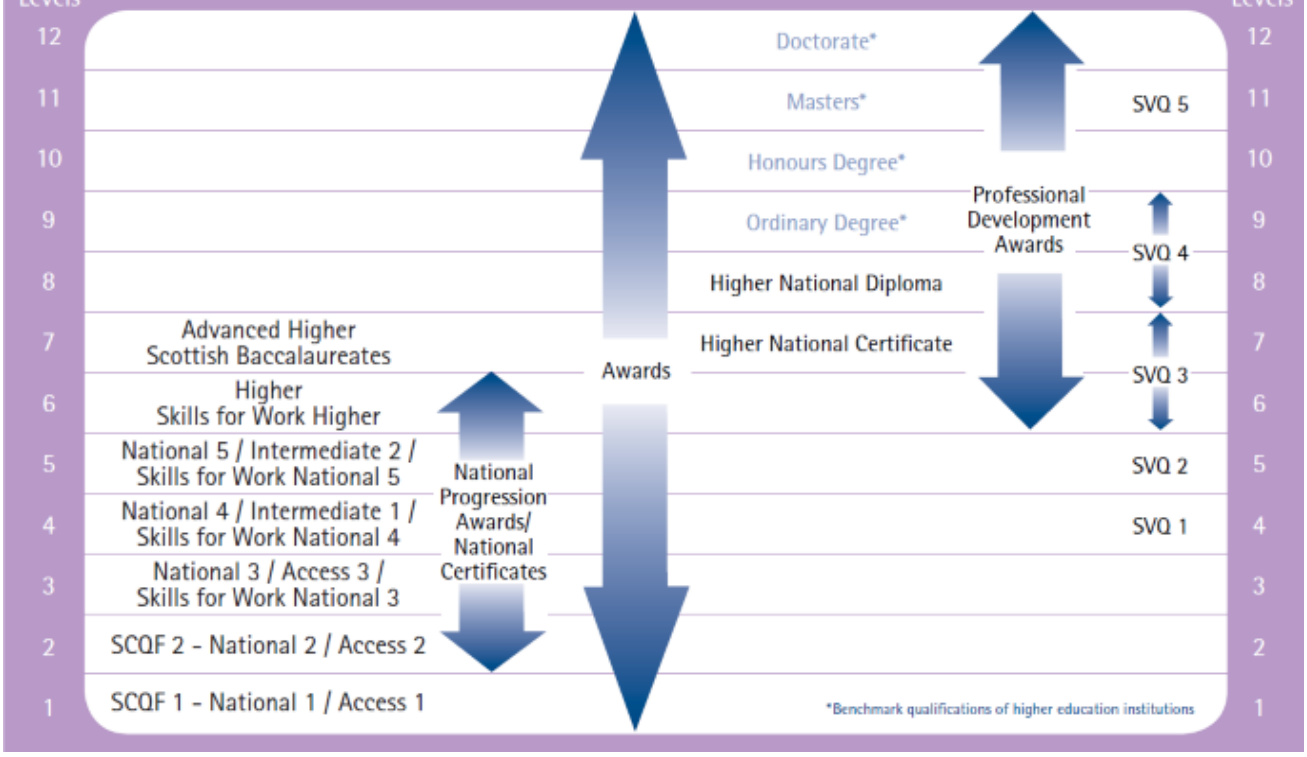
SQA Qualifications in the Scottish Credit and Qualifications Framework



COURSE

DESCRIPTORS

Further advice and information on these options
are available from your Subject Teacher,
your Pupil Support Teacher and
from the school’s Careers Service.

ART AND DESIGN
• is an exciting subject to study, potentially leading to a range of careers within the creative industries such as architecture, product design, film-making, theatre design, graphics & illustration, animation, jewellery, arts administration, teaching, photography, textiles, fashion, etc. • encourages creative and imaginative responses to a wide range of 2D and 3D activities. Learning to express and communicate ideas visually is always encouraged using a wide range of media. This is complemented by studying relevant artists and designers, providing both contexts for learning and sources of inspiration • provides learners with a broad, practical experience of art and design practice and related critical activities. Learners develop practical skills as they explore how to visually represent and communicate their thoughts and ideas through their work, and study the works of artists and designers • a level of commitment is expected at certificate level. Pupils who have passed National 5 with an A or B in S4 will normally prepare for presentation at Higher level in S5, though it is important to note that pupils who have struggled to meet deadlines or complete tasks in class or as homework must urgently discuss their suitability for taking Art & Design on into S5 with their teacher • is an exciting subject to study, potentially leading to a range of careers within the creative industries such as architecture, product design, film-making, theatre design, graphics & illustration, animation, jewellery, arts administration, teaching, photography, textiles, fashion, etc. • encourages creative and imaginative responses to a wide range of 2D and 3D activities. Learning to express and communicate ideas visually is always encouraged using a wide range of media. This is complemented by studying relevant artists and designers, providing both contexts for learning and sources of inspiration. • provides learners with a broad, practical experience of art and design practice and related critical activities. • Is an exciting subject to study, potentially leading to a range of careers within the creative industries such as architecture, product design, film-making, theatre design, graphics & illustration, animation, jewellery, arts administration, teaching, photography, textiles, fashion, etc. • encourages creative and imaginative responses to a wide range of 2D and 3D activities. Learning to express and communicate ideas visually is always encouraged using a wide range of media. This is complemented by studying relevant artists and designers, providing both contexts for learning and sources of inspiration. • provides learners with a broad, practical experience of art and design practice and related critical activities • develops practical skills as they explore how to visually represent and communicate their thoughts and ideas through their work, and study the works of artists and designers. • a level of commitment is expected at certificate level. Pupils who have passed National 5 with an A or B in S4 will normally prepare for presentation at Higher level in S5, though it is important to note that pupils who have struggled to meet deadlines or complete tasks in class or as homework must urgently discuss their suitability for taking Art & Design on into S5 with their teacher.

Subject: Art & Design N5
National Qualifications - Courses in Art & Design – Aims and Course Structure Art & Design is a vibrant and successful department where students regularly do well. These courses will enable you to research and develop visual ideas for 2D & 3D Design and Expressive projects using a variety of traditional skills and new technologies.
The course has two mandatory Units and Course Assessment Art and Design: Expressive practical activity (N5) (40%) Art and Design: Design practical activity (N5) (40%) Written Paper (N5) – (20%) externally marked Portfolio and written exam

ART HIGHER	
Purpose: To promote knowledge and understanding of the visual arts and design, their historical development and contemporary applications; to develop and apply skills of practical investigation, media handling, problem solving and evaluation through expressive and design practical activities, linked to related contextual, evaluative and historical studies.	**Recommended Entry Requirements:** Students are ideally expected to have achieved an A or B at National 5. Pupils who achieved a C would probably find the work overly challenging for presentation but should not be discouraged from discussing their suitability with their teacher. Studying over 2 years is one possible progression route.
Course Details **Art and Design Studies – 40 hours** Critical evaluation and historical studies in the visual arts and design will be of importance at this level. These will be dealt with, to a large extent, within the context chosen for practical activities; thus, contextual studies will also be present. Assurance will characterise evidence produced in a variety of forms. Opportunities will be promoted for pupils to select and investigate areas of the visual arts and design which are of personal interest and relevance and to consider and interpret a wide range of examples and applications. From the informed standpoint thus promoted, pupils will be able to develop, formulate and communicate well supported personal judgements using appropriate vocabulary, in accordance with relevant criteria.	
Art and Design Studies – 40 hours Critical evaluation and historical studies in the visual arts and design will be of importance at this level. These will be dealt with, to a large extent, within the context chosen for practical activities; thus, contextual studies will also be present. Assurance will characterise evidence produced in a variety of forms. Opportunities will be promoted for pupils to select and investigate areas of the visual arts and design which are of personal interest and relevance and to consider and interpret a wide range of examples and applications. From the informed standpoint thus promoted, pupils will be able to develop, formulate and communicate well supported personal judgements using appropriate vocabulary, in accordance with relevant criteria.	
Expressive Activity – 40 hours Deriving from appropriate contexts, pupils will identify, select and interpret sources and stimuli of personal interest. Investigating and recording at first hand will show understanding, structure and coherence; it will involve different approaches, a range of appropriate media used with control,	**Design Activity – 40 hours** In relation to particular design issues, problems, or need, the student will be expected to negotiate and finalise a specific design brief. They will investigate this in light of requirements, constraints and implications. A range of possible approaches will be explored and a number of possible solutions

assurance and fluency and production of a variety of evidence. Completed artwork will clearly convey the student's ideas, feelings and responses with imagination and demonstrate considered and assured use of media.	considered, showing inventiveness and flexibility of thought. From possibilities considered, a solution will be selected and made in finished or prototype form. Informed evaluation of both the developmental process and the solution - including consideration of modifications and/or alternatives - will be included.
Progression: Successful completion of the Higher Grade course in S5 can lead to Advanced Higher in S6 or, at another educational institution in • Art & Design: Enquiry: (Expressive) • Art & Design: Enquiry: (Design) • Art & Design: Enquiry: (Research and Appreciation) • or to a Scottish Group Award at Higher in Art & Design. In addition to the above, a Higher Grade pass in Art & Design can lead to a place at F.E. /H.E. Institutions to follow a course in Art & Design or Communications & Media or Manufacturing Industries.	**Recommended Entry Requirements:** Students will be expected to have achieved an A or B in National 5 Art & Design. Pupils who achieved a C at National 5 level in S4 might well find the work overly challenging for presentation in S5 but should not be discouraged from discussing their suitability with their teacher. Higher over 2 year is one possible progression route.

ART ADVANCED HIGHER

The aims of the Course are to enable learners to:

- experience an independent, self-directed study of expressive art and art practice
- develop personal autonomy, creativity, independent thinking and evaluative skills when responding to stimuli and creating their own expressive art work
- develop individual self-expression and creativity through their considered exploration and use of art materials, equipment, techniques and/or technology
- develop the higher-order thinking skills required to analyse, synthesise, and critically respond to and understand the impact of expressive art work
- develop advanced critical thinking skills, reaching substantiated informed judgements when refining and presenting lines of visual enquiry and development

Rationale

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions.

The Advanced Higher Course is intended to promote greater autonomy and candidates are expected to be highly self-motivated. Practical unit work commences in June and pupils should use this time to select either Expressive or Design and consider at least two inspirational artists or designers. The choice of **theme** is crucial to success as this will ultimately provide the impetus and development of the portfolio.

The Advanced Higher Course suits candidates aspiring to a career in the visual arts, yet is also open to enthusiastic pupils wishing to gain simply another qualification. For those applying to fine art or design courses, the Advanced Higher course can provide the basis for portfolio applications. Although not a specific requirement of the Advanced Higher Course, A3 spiral sketchbooks are highly valued and can also supplement applications to FE courses.

Recommended Entry Requirements: Students are normally expected to have achieved an A or B in Higher Art & Design in S5. Pupils who achieved a C at Higher in S5 might find the work overly challenging for presentation but should not be discouraged from discussing their suitability with their teacher.

COURSE OUTLINE
Practical Portfolio Candidates are required to complete a substantial portfolio in either Design or Expressive for external assessment, worth 60% of the overall grade. This will develop from **one or more** expressive or design idea(s), inspired from unit work which introduces the course. There is a high expectation that the work of artists/ designers will inform the portfolio. It is therefore vital that candidates take an active role in research. **Critical Analysis** The critical analysis should complement the practical folio and focus on closely related design works for Design or a single work of art for Expressive. This study is limited to 1700 - 2000 words and is worth 30% of the overall grade. **Evaluation** Up to 300 words, worth 10% of the overall grade. This may take the form of ongoing annotations, throughout the folio or presented as a specific document. A maximum of 15 marks are awarded for analysis and 15 marks for context.

Art and Design: Expressive Enquiry (80 hours)	**Art and Design: Design Activity (80 hours)**
The aims of the Course are to enable learners to: • experience an independent, self-directed study of expressive art and art practice • develop personal autonomy, creativity, independent thinking and evaluative skills when responding to stimuli and creating their own expressive art work • develop individual self-expression and creativity through their considered exploration and use of art materials, equipment, techniques and/or technology • develop the higher-order thinking skills required to analyse, synthesise, and critically respond to and understand the impact of expressive art work • develop advanced critical thinking skills, reaching substantiated informed judgements when refining and presenting lines of visual enquiry and development	The aims of the Course are to enable learners to: • experience an independent, self-directed study of design and design practice • develop personal autonomy, creativity, independent thinking and evaluative skills when resolving design problems and responding to design area requirements and constraints • develop individual creativity and technical skills through the considered exploration and creative use of design materials, equipment, techniques and/or technology • develop higher-order thinking skills by analysing, synthesising and responding to designers' work and the external factors which influence the design area • develop advanced critical thinking and design-based problem solving skills • reach substantiated and informed judgements when refining and presenting lines of design enquiry and development

Progression

This course or its units may provide progression to:

- Further education programmes
- Higher education programmes
- Training or employment.

A high level of commitment and very good attendance are a pre-requisite of success in this course. It is important to remember that personal study, both at home and in school, is an important element of Advanced Higher, and that learners must make every effort to attend extra-curricular after-school support classes.

BIOLOGY

Rationale

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Progression

This course or its units may provide progression to:

- Further education programmes
- Higher education programmes
- Training or employment.

A high level of commitment and very good attendance are a pre-requisite of success in this course. It is important to remember that personal study, both at home and in school, is an important element of the course, and that learners must make every effort to attend extra-curricular after-school support classes.

Recommended Entry: While entry is at the discretion of the centre, pupils would normally have obtained a National 4 in Biology, or National 5 in Chemistry or Physics.

National 5	
Units – Title and Brief Description **Cell Biology (National 5)** In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of cell biology. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: cell structure; transport across cell membranes; producing new cells; DNA and the production of proteins; proteins and enzymes; genetic engineering and respiration.	**Biology: Life on Earth (National 5)** In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; photosynthesis; adaptation, natural selection and the evolution of species and human impact on the environment.
Biology: Multicellular Organisms (National 5) In this Unit, learners will develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of multicellular organisms. Learners will research issues and communicate information related to their findings, which will develop skills of scientific literacy. The key areas covered are: cells, tissues and organs; stem cells; control and communication; reproduction, variation and inheritance; animal and plant transport and exchange systems.	**Progression:** Successful completion of this course can lead to Higher Biology or Higher Human Biology. **Assessment:** **Internal Assessment is based on:** • SQA unit assessments where pupils have up to 2 attempts to pass. • End of unit tests where pupils will be given a grade. **External Assessment is based on:** • a question paper, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in biology **(100 marks)**

	• an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in biology and communicate findings **(20 marks)**

HIGHER BIOLOGY	
Rationale The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. The course is designed for students who wish to continue their study of Biology beyond National 5 and who may wish to progress to Advanced Higher. **Recommended Entry:** While entry is at the discretion of the centre, pupils would normally have obtained an A or B pass at National 5 Biology.	
Units – Title and Brief Description	
Biology: DNA and the Genome (Higher) In this Unit, learners will develop knowledge through study of DNA and the genome. The Unit covers the key areas of structure and replication of DNA, gene expression, and the genome. This Unit explores the molecular basis of evolution and biodiversity, while the unity of life is emphasised in the study of gene expression. This approach enables the development of both analytical thinking and problem solving skills in context. An understanding of gene expression, at the cellular level, leads to the study of differentiation in organisms. In addition, the Unit covers the evolution and structure of the genome and genomics, including personal genomics.	**Biology: Metabolism and Survival (Higher)** In this Unit, learners will develop knowledge by investigating the central metabolic pathways of ATP synthesis by respiration and how control of the pathways is essential to cell survival. The Unit covers the key areas of metabolisms as essential for life, maintaining metabolism, and metabolism in microorganisms. Analytical thinking and problem solving skills will be developed in context, through investigation of how cellular respiration is fundamental to metabolism and by examining the stages of respiration. In whole organisms, it considers adaptations for the maintenance of metabolism for survival. In addition, it examines the importance of the manipulation of metabolism in microorganisms, both in the laboratory and in industry, including ethical considerations
Biology: Sustainability and Interdependence (Higher) In this Unit, learners will develop knowledge by investigating how humans depend on sufficient and sustainable food production from a narrow range of crop and livestock species, focusing on photosynthesis in plants. The Unit covers the key areas of the science of food production, interrelationships and dependence, and biodiversity. Analytical thinking and problem solving skills will be developed contextually within these topics. The importance of plant productivity and the manipulation of genetic diversity to maintain food security are emphasised. The Unit also covers interrelationships and dependence, through symbiosis and social behaviour. By studying biodiversity, the Unit attempts to measure, catalogue, understand and address the human impact, including mass extinction.	
Progression: Successful completion of this course can lead to Advanced Higher Biology. **Assessment:** Internal Assessment is based on: • SQA unit assessments. • End of unit tests and other assessments where pupils will be given a grade.	

External Assessment is based on:

- two question papers, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in biology **(120 marks)**
- an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in biology and communicate findings **(20 marks scaled to 30 marks)**

HIGHER HUMAN BIOLOGY	
Recommended Entry: While entry is at the discretion of the centre, pupils would normally have obtained an A or B pass at National 5 Biology.	
Units – Title and Brief Description	
Human Biology: Human Cells (Higher) In this Unit, learners will develop knowledge and understanding through studying stem cells, differentiation in somatic and germline cells, and the research and therapeutic value of stem cells and cancer cells. The Unit covers the key areas of division and differentiation in human cells, structure and function of DNA, gene expression and the genome. Analytical thinking and problem solving skills will be developed in context, through investigation of DNA, the expression of the genotype, and protein production, which allows study of mutations and genetic disorders. DNA technology is covered, including sequencing and medical and forensic applications. In addition, the Unit covers metabolic pathways and their control, through enzymes, with emphasis on cellular respiration and the role of ATP.	**Human Biology: Physiology and Health (Higher)** In this Unit, learners will develop knowledge and understanding by focusing on the key areas of reproduction and the cardiovascular system. By studying these systems, learners will be able to develop their problem solving and analytical thinking skills. Reproduction covers hormonal control and the biology of controlling fertility, including fertile periods, treatments for infertility, contraception, ante-natal care and post-natal screening. The Unit also covers relevant tissues and circulation and the pathology of cardiovascular disease, including the impact on society and personal lifestyle.
Human Biology: Neurobiology and Communication (Higher) In this Unit, learners will develop knowledge and understanding through the key areas of the nervous system and communication and social behaviour. The approach is more on function than structure, and covers neural communication and the links between neurotransmitters and behaviour, while considering personal and social citizenship. This approach enables the development of both analytical thinking and problem solving skills in context.	**Human Biology: Immunology and Public Health (Higher)** In this Unit, learners will develop knowledge and understanding through the key areas of the immune system and infectious diseases and immunity. Analytical thinking and problem solving skills will be developed contextually within these topics. This Unit details the immune system's role through allergic and defence responses. The Unit emphasises the control of infectious diseases and the principles of active immunisation and vaccination.
Progression: Successful completion of this course can lead to Advanced Higher Biology. **Assessment:** Internal Assessment is based on: • End of unit tests and other assessments.	

External Assessment is based on:

- two question papers, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in Human Biology **(120 marks)**

an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in Human Biology and communicate findings **(20 marks scaled to 30 marks)**

ADVANCED HIGHER BIOLOGY

The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology.

The Advanced Higher Biology Course is based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution. In addition, the Advanced Higher Biology Course aims to develop a sound theoretical understanding and practical experience of experimental investigative work in biological science.

The purpose of the Course is to build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology.

The Course provides learners with

- The opportunity to develop a deeper understanding of the cell by studying the key roles of proteins within the cell. This understanding of cellular processes is then related to physiological function.
- At the whole-organism scale, the Course explores how sexual reproduction and parasitism are major drivers of evolution.
- allows learners to develop a deeper understanding of the mechanism of evolution, the biological consequences of sexual reproduction and the biological inter-relationships involved in parasitism.
- provides a deeper understanding of laboratory and fieldwork techniques, and in carrying out a biological investigation the learner has the opportunity to produce an extended piece of scientific work.
- provides opportunity to develop knowledge, understanding and problem solving skills of particular use to those pupils intending further study of the subject or a related course at University.
- build on the knowledge, understanding and skills developed by the learner in Higher Biology and Higher Human Biology, and to provide a useful bridge towards further study of biology.
- based on integrative ideas and unifying principles of modern biological science. It covers key aspects of life science at the molecular scale and extends to aspects of the biology of whole organisms that are among the major driving forces of evolution.
- this course requires student to acquire a considerable knowledge and understanding of complex concepts. With the investigations and prelims both in the spring term 100% commitment is required

Course Details: The course consists of 3 units in addition to an investigation.

1. Cells and Proteins- proteomics, protein structure, binding and conformational change; membrane proteins; detecting and amplifying a stimulus; communication within multicellular organism and protein control of cell division. Also includes important laboratory techniques for biologists. 2. Organisms and Evolution- evolution; variation	**Assessment** Units 1, 2 and 3 – students must pass the unit tests and complete a report on a practical investigation carried out. Students must plan and carry out an individual investigation and write a report on their findings. In addition to achieving the unit awards, students

and sexual reproduction; sex and behaviour and parasitism. It covers the role of sexual reproduction and parasitism in the evolution of organisms. Biological variation is a central concept in this Unit and is best observed in the natural environment. 3. Investigative Biology- principles and practice of investigative biology and its communication. The Unit covers scientific principles and processes, experimentation and critical evaluation of biological research.	must pass the course examination. Grades A, B or C may be awarded to students depending on their performance in this exam and the report on their investigation. The completed investigation report will form 25% of the final grade.

BUSINESS EDUCATION
ADMINISTRATION & IT (Information Technology)

National 4 and 5

Course Description – Information Technology is a growing sector which cuts across the entire economy and offers wide-ranging employment opportunities. Moreover, administrative and IT skills have extensive application not only in employment but also in other walks of life.

The key purpose of this Course is to develop learners' administrative and IT skills and, ultimately, to enable them to contribute to the effective functioning of organisations.

The Course aims to enable learners to:

- develop IT skills and use them to perform straightforward administrative tasks
- acquire organisational skills in the context of organising and supporting small-scale events
- develop a basic understanding of administration in the workplace and key legislation affecting employees
- develop an appreciation of good customer care

Course Structure

The Administration & I.T course consists of 3 units:

Administrative Practices The purpose of this Unit is to give learners a basic introduction to administration in the workplace. Learners will begin to appreciate key legislation affecting employees, key features of good customer care and the skills, qualities and attributes required of administrators, data protection and information security.	**Communication in Administration** The purpose of this Unit is to enable learners to use IT to gathering and share information with others in a business context. From electronic task management, creating presentations to collecting and collating information online learners will develop a basic understanding of what constitutes a reliable source of information and an ability to gathering and share this in a professional manner.
IT Solutions for Administrators The purpose of this Unit is to develop learners' basic skills in IT, organising and processing simple information in familiar business-related contexts. Learners will use the following IT applications: word processing, spreadsheets and databases, to create and edit simple business documents.	**Course Assessment** To gain the award of the Course, a learner must pass all of the Units as well as the Course assessments which are shown below: NAT 4 Assignment 100% NAT 5 Assignment 70 marks and QP 50 marks

BUSINESS MANAGEMENT	
National 4 and 5	
Course Description The purpose of the Course is to highlight ways in which organisations operate and the steps they take to achieve their goals. This purpose will be achieved through combining practical and theoretical aspects of business learning through the use of real-life business contexts. The skills, knowledge and understanding gained are embedded in current business practice and theory, and reflect the integrated nature of organisations, their functions, and their decision making process.	
The Course aims to enable learners to develop: • knowledge and understanding of the ways in which society relies on business to satisfy our needs • an insight into the systems organisations use to ensure customers' needs are met • enterprising skills and attributes by providing them with opportunities to explore realistic business situations • financial awareness through a business context • an insight into how organisations organise their resources for maximum efficiency and improve their overall performance • an awareness of how external influences impact on organisations Course Structure The Business Management course consists of 3 units;	
Understanding Business In this Unit, learners will be introduced to the business environment. It introduces learners to the main activities associated with businesses and other organisations	**Management of People and Finance** In this Unit, learners will develop skills, knowledge and understanding relating to the internal issues facing organisations in the management of people and finance
Management of Marketing and Operations in this Unit, learners will develop skills, knowledge and understanding relating to the importance to organisations of having effective marketing and operations systems	**Course Assessment** To gain the award of the Course, a learner must pass all of the Units as well as the Course assessments which are shown below National 4 - Assignment National 5 – Question Paper (90 marks) Assignment (30 marks) At National 4 level the Course assessment will be used to determine a "pass" or "fail", at National 5 the Course assessment is graded A–D with a learner's overall grade determined by their performance across the Course assessments.

HIGHER	
Course Description Business plays an important role in society. We all rely on businesses to create wealth, prosperity, jobs and choices. Therefore, it is essential for society to have effective businesses and business managers if they are to sustain this role. This Course will build on the skills, knowledge and understanding gained in National 5 Business Management or, for some learners, can act as an entry to the study of business. The purpose of the Course is to highlight the ways in which organisations operate and the steps they take to achieve their strategic goals. This purpose will be achieved by combining theoretical and practical aspects of learning through the use of real-life business contexts. The skills, knowledge and understanding will be embedded in current business theory and practice and reflect the integrated nature of organisations, their functions and their decision-making processes. The aims of this course are to: • develop understanding of the importance of business and enterprise in contemporary society • develop the ability to analyse the ways in which different organisation achieve their aims • develop an understanding of how individuals contribute to the achievement of an organisation's objectives • develop an understanding of the internal structure of organisations and how this may influence their activities • enable students to recognise the interdependence of the various activities undertaken by businesses • develop the ability to assess the contribution which information and IT can make to the effectiveness of decision making in different types of business	
Course Structure This course consists of 3 units;	**Business Decision Areas: Marketing and Operations** • Marketing strategies, market research and growth • Production systems, distribution, types of operations
Business Enterprise • Enterprise in society • Analyse the development of business • Analyse the process of decision making in business enterprises	**Business Decision Areas: Finance and Human Recourses** • Importance of finance in organisations • Budget control, liquidity and profitability • Current trends in use of above • Recruitment techniques
Course Assessment - Internal Assessment is undertaken at the end of each unit. The external examination lasts 2 hrs 30 minutes and consists of 1 case study and 2 extended answers. **Entry Criteria -** Learners would normally be expected to have successfully completed National 5 Business Management	

BUSINESS MANAGEMENT - ADVANCED HIGHER	
Course Description The course has three areas of study: **The external business environment** Candidates develop a detailed knowledge and in-depth understanding of the effects of external influences on organisations operating at a multinational and global level. They gain an in-depth understanding of current issues affecting organisations in an economic, social and environmental context, and consider the effectiveness of various courses of action. **The internal business environment** Candidates expand their knowledge of both traditional and contemporary management theories used by organisations to maximise efficiency, and evaluate theories relating to internal factors that influence the success of teams. **Evaluating business information** Candidates develop skills in evaluating a range of business information used by organisations to reach conclusions.	
Course Structure This course consists of 3 units;	• The External Environment • The Internal Environment • Evaluation Business Information
Areas of study relating to the External Environment include • Global Business • Business Issues	***Areas of study relating to the Internal Environment include*** • Management • Leadership • Teams • Time & Task Management • Managing Change • Equality & Diversity
Areas of study relating to Evaluating Business • Conducting Research • Analytical Techniques • Evaluating Financial Information • Evaluating Business Information	
Course Assessment Question Paper = 80 marks Project = 40 marks	

CHEMISTRY	
National 5	
Rationale The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The key skills of scientific inquiry and investigation are integrated and developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet **Recommended Entry:** While entry is at the discretion of the centre, pupils would normally have obtained a National 4 in Chemistry, or National 5 in Biology or Physics. **Units - Title and Brief Description**	
Chemical Changes and Structure (National 5) In this Unit, learners will develop scientific skills and knowledge of the chemical reactions in our world. Through practical experience, learners will investigate average rates of reaction and the chemistry of neutralisation reactions. Focusing on these reactions, learners will work towards the concept of balanced chemical equations. Learners will explore the mole concept, formulae and reaction quantities. The connection between bonding and chemical properties of materials is investigated	**Nature's Chemistry (National 5)** The Earth has a rich supply of natural resources which are used by all of us. In this Unit, learners will investigate the physical and chemical properties of cycloalkanes, branched chain alkanes and alkenes, and straight chain alcohols and carboxylic acids. They will explore their chemical reactions and their uses in everyday consumer products. Learners will investigate the comparison of energy from different fuels
Chemistry in Society (National 5) In this Unit, learners will develop skills and carry out practical investigations related to the chemistry of materials. Learners will focus on the chemistry of metals and their bonding, reactions and uses. The connection between bonding in plastics, their physical properties and their uses is investigated. Learners will investigate the chemical reactions and processes used to manufacture fertilisers. They will research the use and effect of different types of nuclear of radiation. Learners will investigate chemical analysis techniques used for monitoring the environment	**Progression:** Successful completion of this course can lead to Higher Chemistry **Assessment:** Internal Assessment is based on: End of unit tests where pupils have up to 2 attempts are allowed to pass this. External Assessment is based on: *a question paper, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in chemistry **(100 Marks)** *an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings **(20 marks scaled to 25 marks)**

CHEMISTRY HIGHER	
Rationale The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for chemistry in a range of contexts. The skills of scientific inquiry and investigation are developed throughout the Course. The relevance of chemistry is highlighted by the study of the applications of chemistry in everyday contexts. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet. The course is designed for students who wish to continue their study of chemistry beyond National 5 and who may wish to progress to Advanced Higher **Recommended Entry:** While entry is at the discretion of the centre, pupils would normally have obtained an A or B pass at National 5 Chemistry.	
Units – Title and Brief Description **Chemical Changes and Structure (Higher)** This Unit covers the knowledge and understanding of periodic trends, and strengthens the learner's ability to make reasoned evaluations by recognising underlying patterns and principles. Learners will explore the concept of electro-negativity and intra-molecular and intermolecular forces. The connection between bonding and a material's physical properties is investigated. . Learners will investigate the ability of substances to act as oxidising or reducing agents and their use in analytical chemistry through the context of volumetric titrations.	**Researching Chemistry (Higher)** This Unit covers the key skills necessary to undertake research in chemistry. Learners will research the relevance of chemical theory to everyday life by exploring the chemistry behind a topical issue. Learners will develop the key skills associated with collecting and synthesising information from a number of different sources. Equipped with the knowledge of common chemistry apparatus and techniques, they will plan and undertake a practical investigation related to a topical issue. Using their scientific literacy skills, learners will communicate their results and conclusions **Nature's Chemistry (Higher**) This Unit covers the knowledge and understanding of organic chemistry within the context of the chemistry of food and the chemistry of everyday consumer products, soaps, detergents, fragrances and skincare. The relationship between the structure of organic compounds, their physical and chemical properties and their uses are investigated. Key functional groups and types of organic reaction are covered
Chemistry in Society (Higher) This Unit covers the knowledge and understanding of the principles of physical chemistry which allow a chemical process to be taken from the researcher's bench through to industrial production. Learners will calculate quantities of reagents and products, percentage yield and the atom economy of processes. They will develop skills to manipulate dynamic equilibria and predict enthalpy changes Learners will use analytical chemistry to determine the purity of reagents and products. Learners will investigate collision theory and the use of catalysts in reactions to control reaction rates.	**Progression:** Successful completion of this course can lead to Advanced Higher Chemistry **Assessment : I**nternal Assessment is based on: End of unit tests External Assessment is based on: *two question papers, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in chemistry **(120 marks)** *an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in chemistry and communicate findings **(20 marks scaled to 30 marks)**

CHEMISTRY ADVANCED HIGHER

Purpose: The course is designed for students who wish to continue their study of Chemistry beyond Higher Grade and who may wish to progress to study chemistry in Higher Education.

The purpose of the Advanced Higher Chemistry Course is to develop learners' knowledge and understanding of the physical and natural environments beyond Higher level. The Course builds on Higher Chemistry, continuing to develop the underlying theories of chemistry and the practical skills used in the chemistry laboratory. The Course also develops the skills of independent study and thought that are essential in a wide range of occupations.

Recommended Entry: While entry is at the discretion of the centre, a pass in Higher Chemistry is standard

Unit 1 - Inorganic and Physical Chemistry: Key areas-

- Electromagnetic radiation and atomic spectra
- Atomic orbitals, electronic configurations and the Periodic Table
- Shapes of molecules and polyatomic ions
- Transition metals
- Chemical equilibrium
- Reaction feasibility
- Kinetics

Unit 2 - Organic Chemistry/Instrumental Analysis: Key areas

Key areas:

- Molecular orbitals
- Molecular structure
- Stereochemistry
- Synthesis
- Experimental determination of structure
- Pharmaceutical Chemistry

Researching Chemistry

This Unit requires the application of different teaching methods/techniques to the other Advanced Higher Chemistry Units; the following guidance on learning and teaching approaches for this Unit are suggested methods for teachers/lecturers

Key areas:

- Gravimetric Analysis
- Volumetric Analysis
- Practical skills and Techniques
- Stoichiometric Calculations

Overarching principles

Throughout each of the key areas the learners must be able to apply the following principles:

- Precision
- Accuracy
- Uncertainties
- Units

Overarching principles

Throughout each of the key areas the learners must be able to apply the following principles:

- Precision
- Accuracy
- Uncertainties
- Units

Course Assessment and Structure

Internal Assessment is based on:

- An end of unit test, which requires 50% to pass. Up to two attempts are allowed to pass this.

External Assessment is based on:

- Component 1 — question paper (110 marks scaled to 120marks) Component 2 — project (25 marks scaled to 40 marks) **Total marks 160 marks**

Course Assessment and Structure

Internal Assessment is based on:

- An end of unit test, which requires 50% to pass. Up to two attempts are allowed to pass this.

External Assessment is based on:

- Component 1 — question paper (110 marks scaled to 120marks) Component 2 — project (25 marks scaled to 40 marks) **Total marks 160 marks**

COMPUTING SCIENCE AT NATIONAL 5 & HIGHER

Purpose

Computers have developed significantly over the last few years in terms of speed and scope. They affect all aspects of our lives, now and in the future. Many, increasingly powerful, hardware and software tools allow us to successfully complete simple and complex tasks at work and in our everyday lives. We are never far away from a computer

The aims of the course are to develop

- knowledge and understanding of computing concepts
- practical skills in the use of computer hardware and software
- the ability to solve problems by applying computational thinking skills
- awareness of the economic, social, legal and environmental impact of computing
- the ability to communicate computing concepts using appropriate terminology.

Course Construction - Each course consists of 2 units which are assessed both internally and externally.

Software Design & Development	***Information Systems Design & Development***
This unit develops the knowledge and understanding of software development, and practical skills in developing software through the use of a high level programming language, in particular familiarity with standard language constructs in the context of short programs. The course includes computational thinking to analyse and understand how coding works	This unit develops the knowledge and understanding of using information systems in real life. The information systems studied in more detail will be databases and web pages. The unit also covers the economic, social, legal and environmental impact of computing as well as the security risks involved in using these systems

Recommended Entry	**Progression**
Candidates would normally be expected to have attained one of the following, or equivalent: **National 4**: Successfully completed both units plus the added value unit **National 5**: Successfully completed both units plus passed the external exam at level B or better **Note:** Any learner who wishes to study one of the above courses without any previous experience will need to have passes in several other subjects at the equivalent entry level or better: For more information please check the SQA website at the link below: http://www.sqa.org.uk/sqa/48477.html	Successful completion of this course may lead to: • Computing at a further level i.e. National 4 -> National 5 -> Higher • College / university courses • Employment in Computing & ICT, Science & Mathematics or Transport & Distribution • Graphic Design, Games Design and other computer based Arts

COMPUTING WITH DIGITAL MEDIA & COMPUTER GAMES DEVELOPMENT	
The National Certificate (NC) in Digital Media Computing is for individuals who require a non-advanced qualification in Computing and Information Technology. Set at SCQF levels 4 & 5, it provides a foundation in the knowledge and skills of computing and IT that will be necessary for candidates who wish to specialise in aspects of computing or related subjects. The course includes the 3 units of the Computer Games Development National Progression Award (NPA) The NC will enable candidates to become competent in selecting and using computer systems and applications to find solutions to problems, and in acquiring and evaluating information from the Internet. The inclusion of computer hardware and multimedia units means that candidates will develop skills relevant for the modern age.	
Progression Candidates will gain the skills, certificated at their particular level, to progress to further study in computing and IT subjects or for current and future employment. This qualification could open up opportunities for employment in the computing and IT sector, perhaps in areas such as multimedia, networking, computer games and business IT. Digital Media Computing provide an entry point to qualifications in computing and IT and a pathway of progression towards a range of HN qualifications in computing and related areas including	▪ HNC/HND Multimedia Computing: Web Development and HND Multimedia Computing ▪ HNC/HND Computer Networking ▪ HNC/HND Information Technology ▪ HNC/HND Interactive Media ▪ HNC/HND Computer Games Development ▪ HNC/HND Computing ▪ HNC/HND Interactive Multimedia Creation

CONSUMER & FOOD TECHNOLOGY – HEALTH AND FOOD TECHNOLOGY	
National 4 and 5	
Course Description The purpose of this Course is to allow learners to develop and apply practical and technological skills, knowledge and understanding to make informed food and consumer choices. The Course has six broad and inter-related aims which allow learners to: • develop knowledge and understanding of the relationships between health, food and nutrition • develop knowledge and understanding of the functional properties of food • make informed food and consumer choices • develop the skills to apply their knowledge in practical contexts • develop organisational and technological skills to make food products • develop and apply safe and hygienic practices in practical food preparation **Course Structure** The Health & Food Technology course consists of 3 units	
Health and Food Technology: Food for Health The general aim of this Unit is to develop learners' knowledge and understanding of the relationship between food, health and nutrition. Learners will also develop knowledge and understanding of dietary needs for individuals at various stages of life and explain current dietary advice	**Health and Food Technology: Food Product Development** The general aim of this Unit is to allow learners to develop knowledge and understanding of the functional properties of ingredients in food and their use in developing new food products
Health and Food Technology: Contemporary Food Issues The general aim of this Unit is for learners to develop knowledge and understanding of consumer food choices. They will explore factors which may affect food choices and develop knowledge and understanding of contemporary food issues. They will consider technological developments in food and organisations which protect consumer interests	**Course Assessment** To gain the award of the Course, a learner must pass all of the Units as well as the Course assessments which are shown below National 4 - Assignment (100%) National 5 – Assignment (50%) Question Paper (50%) At National 4 level the Course assessment will be used to determine a "pass" or "fail", at National 5 the Course assessment is graded A–D with a learner's overall grade determined by their performance across the Course assessment

CONSUMER & FOOD TECHNOLOGY – HOSPITALITY: PRACTICAL COOKERY

National 4 and 5

Course Description

This Course aims to further develop learners' life skills and enhance their personal effectiveness in terms of cookery and to provide a set of skills for those who wish to progress to further study in the hospitality context. In preparing learners for life, the Course anticipates their future needs in that it enables them to learn how to plan, prepare and cook food for themselves and others. It also develops organisational skills, which have an application in a wide variety of contexts.

The Course aims to enable learners to:

- proficiently use a range of cookery skills, food preparation techniques and cookery processes when following recipes
- select and use ingredients to produce and garnish or decorate dishes
- develop an understanding of the characteristics of ingredients and an awareness of their sustainability
- develop an understanding of current dietary advice relating to the use of ingredients
- plan and produce meals and present them appropriately
- work safely and hygienically

Course Structure

The Practical Cookery course consists of 3 units

Cookery Skills, Techniques and Processes

This Unit aims to enhance learners' cookery skills, food preparation techniques and their ability to follow cookery processes in the context of producing dishes

Organisational Skills for Cooking (National 5)

This Unit aims to extend learners' planning, organisational and time management skills. Learners will develop the ability to follow recipes; to plan, produce and cost dishes and meals; and to work safely and hygienically

Understanding and Using Ingredients (National 5)

This Unit aims to enhance learners' knowledge and understanding of ingredients from a variety of different sources and of their characteristics. It also addresses the importance of sustainability, the responsible sourcing of ingredients and of current dietary advice

Course Assessment

To gain the award of the Course, a learner must pass all of the Units as well as the Course assessments which are shown below

National 4 - Practical Activity (100%)

National 5 - Practical Activity (100%)

HOSPITALITY: PRACTICAL CAKE DECORATION	
At National 4 level the Course assessment will be used to determine a “pass” or “fail”, at National 5 the Course it is graded A–D with a learner’s overall grade determined by their performance across the Course assessment	
Course Description The Scottish hospitality industry is large, vibrant and growing. It employs a significant proportion of the nation’s workforce. Cake production is a part of this sector, and the Course can be seen as a gateway to the hospitality industry. The Course aims to enable learners to: • develop technical skills in cake baking • develop technical and creative skills in cake finishing • follow safe and hygienic working practices • develop their knowledge and understanding of cake design and follow trends in cake production acquire and use organisational skills in the context of managing time and Resource **Course Description** - The Practical Cake Craft course consists of 2 units	
Cake Baking The purpose of this Unit is to enable learners to develop the ability to bake a range of cakes and other items safely and hygienically. In the production of a range of cakes and other baked items, learners will demonstrate specialist skills, techniques and processes. To promote personalisation and choice, this Unit provides opportunities to investigate baking trends and allows learners to apply this knowledge in a range of practical contexts	**Cake Finishing** The purpose of this Unit is to enable learners to develop the ability to finish a range of cakes and other baked items safely and hygienically. In the finishing processes learners will apply specialised skills and creative techniques. To promote personalisation and choice, this Unit allows opportunities to investigate trends in cake finishing and allows learners to apply this knowledge in a range of practical contexts
Course Assessment Component 1: Practical Activity = 100 marks - The purpose of this Component is to assess learners’ ability to extend and apply their skills in the context of baking and finishing a cake to a given design brief. **Entry Criteria -** Learners would normally be expected to have successfully completed National 4 Hospitality	

DRAMA

HIGHER

The study of Drama can be exciting, rewarding and challenging where learners are encouraged to develop a variety of transferable skills which are becoming increasingly more desired in today's job market. Building on the skills developed earlier, pupils will use a variety of drama, theatre and production skills to explore a range of issues, topics and themes. The Higher Drama course is an ideal subject for pupils who enjoy working with others. In Drama, pupils get the opportunity to create their own plays, create and perform a variety of characters and explore the use of theatre arts in the presentation of their dramas. They will have the opportunity to perform in front of other pupils. Learners will analyse and evaluate how the use of self-expression, language and movement can develop their ideas for drama. Learners will also develop critical thinking skills as they investigate, develop and apply a range of drama skills. The Course focuses on the development and use of complex drama and production skills. This Course is practical and experiential.
The aims of the Course are to enable learners to:

- generate and communicate thoughts and ideas when creating drama
- develop a knowledge and understanding of the social and cultural influences on drama
- develop complex skills in presenting and analysing drama
- develop knowledge and understanding of complex production skills
- explore form, structure, genre and style

Course Structure

Drama Skills: The aim of this Unit is to provide learners with the skills, knowledge and understanding to create and present drama through the use of complex drama skills. Learners will respond to stimuli, including text, generate ideas and use complex drama skills to portray character. Learners will explore the social and cultural influences on drama. They will learn how to analyse and evaluate their use of drama skills and the drama skills of others

Production skills: The aim of this Unit is to provide learners with a knowledge and understanding of complex production skills. They will use these skills to enhance drama when presenting. Learners will work with others in the following production areas: acting and/or design and/or directing. They will learn how to evaluate their progress and that of other learners

Course Assessment

To gain the award of the Course, a learner must pass all of the Units as well as the Course assessments which are shown below

Practical assessment 60%

Practical assessment can be in acting/design or directing.

Question Paper 40%

Learners will complete two essays based on texts and live performances studied throughout the course.

Depending on all of the above, pupils should be able to progress to presentation at Advanced Higher, for which an A or B at Higher Drama is desirable

Career Opportunities All employers look for employees who can take initiative, think on their feet, collaborate with others and solve problems as well as employees who show confidence and can communicate well with those around them. Drama is a useful subject for careers involving working with people, education, sales, theatre and law.

ADVANCED HIGHER DRAMA
Advanced Higher Drama particularly helps to prepare and support learners who hope to progress to study Drama further at university or Drama school. The course assessment provides opportunities for learners to prepare a monologue which can be used as an audition piece to gain entry for further study. The Advanced Higher Drama Course allows learners to explore both the practical and analytical aspects of the subject. It provides opportunities for learners to develop skills through practical aspects of theatre, the creative exploration of the art of theatre and its forms and practices. Learners will investigate how theatre practice is shaped by key practitioners. They will expand and develop their own skills within their chosen area of acting, directing or design. Learners will also develop their skills in devising and interpreting text. They will explore means of using theatre/performance skills to communicate effectively with an audience and investigate how key practitioners have influenced the theatre today. Learners will also develop problem solving and critical thinking skills as they analyse theatre practice and interpret text. They will also learn to analyse their performance and the performance of others. The aims of the Course are to enable learners to: • develop autonomy and independent thinking skills • develop skills in performing within their chosen area of acting, directing or design • develop individual creativity when applying skills in problem solving, analysis and evaluation • analyse current theatrical performance • develop analytical skills in the interpretation of texts • develop knowledge and understanding of theatre practice and key practitioners • develop knowledge and understanding of social and cultural influences on drama **Course Assessment** The Course assessment will consist either of acting, directing or design 1 A performance, which will be supported by a ‘preparation for performance’ 2 A project–dissertation

ENGLISH	
National 5	
National 5 English in S5/6 is aimed at students who wish to develop further their skills in Reading, Writing, Talking and Listening. It is both a stimulating and challenging course which requires commitment to work from the outset. Students who pass National 5 English in S5 may wish to progress onto Higher in S6. **Entry Requirements: National 4 English or National 5 English units**	
Assessment ***External Assessment*** Writing portfolio – Two pieces of writing from different genres – 30% of final grade ***External Examination*** Reading for Understanding, Analysis and Evaluation - 60 minutes - 30% of final grade Critical Reading – 90 minutes – 40% of final grade	***Internal Assessment*** Students must pass the following unit assessments over the course of the year • Talking and Listening assessment
External Examination The exam consists of 2 papers. Its purpose is to assess learners' application of their reading skills and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time. This exam will give learners an opportunity to: apply their reading skills in the understanding, analysis and evaluation of texts apply their critical reading skills and their knowledge of appropriate literary context, forms and genres **Paper 1** Reading for Understanding, Analysis, and Evaluation – 60 minutes - **30%** of final grade **Paper 2** Critical Reading – 90 minutes – **40%** of final grade	***External Assessment — Writing Portfolio*** The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes. This portfolio will give learners an opportunity to: develop their skills in writing in different genres develop their skills in writing for a range of purposes and audiences Fifteen marks will be awarded for each writing piece chosen for the portfolio making 30 marks - **30%** of the total mark

ENGLISH	
National 5 – two year course (National 4 Scottish Studies and Nat. 5 English units in S5)	
The National 5, two year English course starts in S5. It is aimed at students who wish to broaden skills in Reading, Writing, Talking and Listening. It is both a stimulating and challenging course which requires commitment from the outset. Students will study English, history and art within a Scottish context. There is a practical element to the course. • Students who complete 4 units, with a Scottish context, will achieve a National 4 Scottish (subject) Award. • **T**he analysis of texts, practical work and investigations in Scottish Studies will also link to National 5 work. If the student makes good progress, there is the potential for completion of National 5 English units in S5 and the opportunity to sit the National 5 English prelim. • Students who take this route may wish to complete the National 5 course in S6. **Entry Requirements: National 3 or National 4 English**	
Internal Assessment - *National 4 Scottish Studies' units* • Scottish Studies: Scotland in Focus • English: Creation and Production with a Scottish Context • People and Society: Investigating Skills with a Scottish Context	**Internal Assessment – *National 5 English assessments*** Students must also pass the assessments below, over one (or two) years, if they are to be considered for the National 5 English exam and overall course award:

• Art and Design: Design Activity with a Scottish Context	• National 5 Spoken Language Assessment (Talking and Listening) • Completion of a folio of writing (2 essays) • Successful completion of the Nat. 5 prelim. (inc. reading).

HIGHER ENGLISH	
Higher English is an intellectually demanding but stimulating course which requires responsibility, diligence and commitment. Students should have good comprehension skills, and ideally an interest in literature. They should also have sound writing skills in terms of accuracy and quality of expression.	
Entry Requirements: National 5 English, preferably at grade A or B	
Internal Assessment: Students must pass the following unit assessment over the course of the year- Spoken Language Assessment (Talking and Listening)	**External Assessment — Writing Portfolio** The purpose of this portfolio is to provide evidence of the learner's writing for two different purposes. This portfolio will give learners an opportunity to develop their skills in writing in different genres, and to develop their skills in writing for a range of purposes and audiences. **<u>Portfolio</u>** Two pieces of writing worth 30 marks - **30%** of the final grade. **External Examination:** The exam consists of 2 papers. Its purpose is to assess learners' application of their reading skills and to provide the challenge of questions and other tasks to be accomplished in a limited amount of time. This exam will give learners an opportunity to: apply their reading skills in the understanding, analysis and evaluation of texts apply their critical reading skills and their knowledge of appropriate literary context, forms and genres **<u>Paper 1</u>** Reading for Understanding, Analysis, and Evaluation – 90 minutes - **30%** of final grade **<u>Paper 2</u>** Critical Reading – 90 minutes – **40%** of final grade

ADVANCED HIGHER English
The course leading to Advanced Higher has been designed to develop further those skills acquired at Higher English level. The course also acts as a bridge between school and Higher Education by preparing pupils for independent learning and by refining research and writing skills. Pupils who opt for this course should know that it requires dedication to hard work as well as a love of language and literature. A pass at Advanced Higher in English shows that the student has developed skills of a very high order and has demonstrated considerable knowledge of the subject matter. All candidates must complete a dissertation, a writing portfolio and both literature papers.
Entry Requirements Higher English preferably at grade A or B
Assessment ***External Assessment*** Dissertation – 2,500-3,000 words on a candidate's choice of literature – 30% of final grade Writing portfolio – Two pieces of writing from any two different genres – 30% of final grade ***External Examination*** Critical essay on literature studied in class – 90 minutes - 20% of final grade Textual Analysis **–** critique of a piece of unseen text – 90 minutes – 20% of final grade ***Internal Assessment*** Students must pass the following unit assessments over the course of the year: Analysis and Evaluation of Literary Texts Creation and Production English is a preferred subject for most University courses and is relevant to all career areas. Advanced Higher is an excellent option for S6 students who want to pursue a love of language and literature. It is an essential preparatory course for those intending to study English at University but also offers the more scientifically minded another impressive Advanced Higher to add to their list!

GEOGRAPHY	
HIGHER	
The Higher Geography course presents learners with the opportunity to learn more about the world they live in and to study issues which affect their lives and those of others. Learners will acquire learning and social skills through the study of 4 underlying themes	
The Physical Atmosphere: The Global Heat Budget Redistribution of energy by the atmosphere and Oceanic Circulation Causes and impact of the Intertropical Convergence Zone **Hydrosphere** Hydrological cycle within a drainage basin Interpretation of Hydrographs The features found within rivers and their valleys **Lithosphere** The formation of erosion and depositional features in glaciated and coastal landscapes. The land uses and conflicts that occur within a glaciated landscape **Biosphere** Properties and formation processes of Podzol, Brown Earth and Gley soils. **The Human Environments Units** **Populations** Methods and problems of data collection Consequences of population structure Causes and impacts relating to forced and voluntary migration **Rural** The impact and management of Rural Land Degradation related to the Amazon Rainforest **Urban** Aspects of urban change including: housing, transport, industry, retail, leisure. The management strategies employed The impact of management strategies **Recommended Entry** National 5 Geography. However, pupils who have a B pass or above in English and another Social Subject (History or Modern Studies, will be eligible for entry to Higher Geography.	**Global Issues** **Development and Health** Validity if development indicators Differences in levels of development between developing countries A water borne disease – Malaria: Cause, impact and management Primary Health Care strategies **Climate Change** The Cause, impact and solutions to Climate Change Evaluating the effectiveness of the strategies to combat Climate Change **Skills** Mapping skills including the use of Ordnance Survey maps: Research skills including fieldwork skills: Interpreting presenting and analysing numerical and graphical information **Assessment** The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together, these include: Component 1 = An external exam: 160 marks (73% of total mark) Component 2 = An assignment; 30 marks (total 190 marks) **Component 1 – 2 Question Papers:** **Paper 1 – 1 Hour and 50 Minutes** Physical Environments and Human Environments **Paper 2 – 1 Hour and 10 Minutes** Global Issues and Application of Geographical Skills. **Component 2 — Assignment – to be submitted to the SQA for external marking.** The assignment will have 30 marks (27% of the total mark). The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding. Learners will produce the evidence for assessment from the results of their research, in no more than 1 hour and 30 mins and under controlled assessment conditions, which will be done in time to meet the submission date set by the SQA.

Progression

With the growing awareness of the impact of human activity upon the environment and scarce recourses the study of Geography fosters positive life-long attitudes of environmental stewardship, sustainability and global citizenship. The Higher Geography course provides an entry qualification for study in further and higher education and for entry into a diverse range of occupations and careers, such as: Environmental consultant; Civil Servant; Architect; Surveyor;
Geographical Information Systems specialist; Lawyer; Journalist; Coastal Engineer, Weather forecaster; Flood protection manager; Tourist information officer; Travel writer.

ADVANCED HIGHER

Aims of the Course

Advanced Higher Geography builds on the work carried out at Higher Geography. It gives you the opportunity to develop a high level of skill in independent study, co-operative learning, objective thinking and the ability to communicate clearly and confidently. You will gain expertise in the use of a range of maps, diagrams, fieldwork techniques and IT.

The course aims to give you a detailed understanding of many aspects of the contemporary world which are of concern to all citizens. You will gain understanding of the ways in which people and the environment interact in response to physical and human processes and systems and gain a geographical perspective on environmental issues.

Recommended Entry Students would normally be expected to have attained a pass in Higher Geography.

Unit 1 – Geographical Methods and Techniques This unit enables you to build on the skills and methods which are developed throughout the Geography curriculum from National Level to Higher. It involves three different 'skill areas' – fieldwork techniques, statistical techniques and map interpretation skills. This unit will be assessed in the final exam and will contribute 30% of the final grade.	**Unit 3 – Geographical Issues** This unit deals with the analysis of key 'Geographical Issues' from the Environmental Interactions unit of Higher Geography. Candidates must produce an essay on their chosen 'Geographical Issue', critically evaluating three different viewpoints. The finished product is marked externally and contributes 30% of the final grade
Unit 2 – Geographical Study In this unit you are required to plan, research and analyse a topic in depth and present your findings in a report. The choice of topic is open with candidates choosing to investigate further any Geography topic or theme that they find particularly interesting. The finished product is marked externally and contributes 40% of the final grade.	**Internal Assessment** Evidence will be gathered throughout the course and internal assessments will be undertaken. **External Assessment** Pupils will send off a 'folio' of work consisting of their Geographical Study and Issue. This is marked by external examiners and accounts for 70% of their final grade. There is also an SQA exam which tests map interpretation and data handling questions. This accounts for the remaining 30% of their award

HISTORY

NATIONAL 5 (NATIONAL 4)

Purpose: The purpose of this course is to develop, within a balanced structure, knowledge and understanding of historical concepts through study of chosen units. It also develops skills of evaluating and investigating.

Entry to the Course:

National 5 is available for pupils who have achieved a pass at National 4 level in History, Geography or Modern Studies.

There may also be the possibility for those with a C pass at National 5 to upgrade their qualification.

These courses consist of 3 units, each of 40 hours, with a further 40 hours flexible time.

Unit 1: Scottish: The Era of the First World War 1900-1928

This is a study of the experiences of Scots in the Great War and its impact on life in Scotland. This topic considers the impact of technology on the soldiers on the Western Front. It also considers the way in which the war changed life for people at home as the war began to impact on every aspect of life both during and after the war.

Topics covered include –
Scots on the Western Front
The Home Front
Industry in Scotland before, during and after the war
Politics in Scotland before, after and during the war

Unit 2: British: The Atlantic Slave Trade, 1770–1807

A study of the nature of the British Atlantic slave trade in the late eighteenth century, changing attitudes towards it in Britain and the pressures that led to its abolition, illustrating the themes of rights, exploitation and culture.

Topics covered include -
Triangle of Trade
Britain and the Caribbean
The captive's experience and slave resistance
The abolitionist campaigns

Unit 3: European: Red Flag: Lenin and the Russian Revolution, 1894–1921

A study of the collapse of imperial rule in Russia and the establishment of Communist government, illustrating themes of ideas, conflict and power.
Topics covered include:
Imperial Russia — government and people
1905 Revolution — causes and events
February Revolution — causes, events and effects
October Revolution — causes, events, effects

Assessment: The Course is assessed by:

- Internal Assessments for each unit
- External Examination
- Extended Response Question

Progression: Pupils succeeding in National 5 will be able to progress to Higher History.

HIGHER

Purpose: The course aims to promote awareness of major historical issues and related areas of debate, and thus to develop the ability to think independently and to make informal judgements based specifically on historical evidence.

Recommended Entry: Pupils are expected to have a C pass or above in National 5 History. However, pupils who have a C pass or above in English and another Social Subject (Geography or Modern Studies), will be eligible for entry to Higher History.

Course Content: The Higher History course is comprised of 3 Units each of 40 hours, with a further 40 hours available for flexible use (additional research, study or time for reassessment)

Unit 1: Historical Study: Scottish and British History: Britain 1851 to 1951
This involves a study of the United Kingdom into a modern democracy and the development of the role of the state in the welfare of its citizens, illustrating the themes of ideology, identity and authority.
 	
Issues investigated include
• Why did Britain become more democratic, 1851-1928?
• How democratic did Britain become 1867-1928?
• Why did women win greater political equality by 1928?
• Why did the Liberals introduce social welfare reforms 1906-1914?
• How effective were the Liberal Welfare reforms?
How effective were the Labour social welfare reforms 1945-1951?
	Unit 2: Historical Study: European and The World: The Growth of Nationalism
	This involves a study of the growth of nationalism in nineteenth century Germany leading to the overcoming of obstacles to unification of the nation by 1871, and the development of extreme nationalism after 1918, illustrating the themes of nationalism, authority and conflict.
	Issues investigated include
	• Why did Nationalism grow in Germany 1815-1850?
	• The Unification of Germany
	  ○ obstacles to unification
	  ○ reasons why unification was achieved
	• The Nature of Fascism in Germany
	  ○ reasons why the Nazis achieved power in 1933
	  ○ reasons why the Nazis were able to stay in power 1933-1939

Unit 3: The Impact of the Great War on Scotland 1914-1928 This involves a study of conflict and its political, social, economic and cultural effects, illustrating the themes of conflict, change and identity. Topics covered include - • Scots on the Western Front • The domestic impact of war i.e. the Home Front • The impact of war on industry and the economy • The impact of war on politics	**Assessment** The Higher History course is assessed by the following: **Question paper 1 -** 2 essays based on: British, European and world history worth 44 marks - 1 hour and 30 minutes **Question paper 2 –** 4 questions based on: Scottish history worth 36 marks - 1 hour and 30 minutes **The Assignment -** an extended essay worth 30 marks - 1 hour and 30 minutes **Progression:** Higher History, with its emphasis on heritage, change, cause and effect, and debate, is a very worthwhile course for those pupils wishing to progress to Tertiary Education. With a qualification in Higher History, possible careers might include - Law, Journalism , Business Management, Tourism, Archaeology, Museums, Civil Service, Architecture, Librarian, Teaching, Town & Country Planning, Politics Surveys have shown that 47% of graduate managers in British industry have a qualification in History

ADVANCED HIGHER
The aims of the Advanced Higher History course are to acquire depth in the knowledge and understanding of historical themes and to develop skills of analysing issues, development and events, drawing conclusions and evaluating sources. **Course Outline:** The course consists of a field of study designed around a series of historical themes. **Field of Study:** Northern Britain from the Romans to 1034 AD **Topics covered include:** Celtic Societies north of Hadrian's Wall The Roman invasions and their effects The changing beliefs of people in Scotland The Picts – society and culture The Vikings in Scotland The Unification of Scotland
Assessment: • Internal Assessment • Dissertation - 50 marks (4000 words) • Examination (3 hours) – 90 marks **Progression:** As for Higher History, a qualification at Advanced Higher is an excellent base from which to build a successful career in History, Law, Languages, Journalism, Museums, Teaching, Business Management, the Civil Service, Town and Country Planning and a host of other career pathways.

LABORATORY SCIENCE

National 5

Rationale

National 5 Skills for Work: Laboratory Science is an introductory qualification. The course provides a broad experiential introduction to laboratory science. Learners will explore a variety of industries and services, and career opportunities, in science laboratories locally, nationally, and globally.

They will develop the basic practical skills and knowledge needed for working in a laboratory: measuring, weighing and preparing compounds and solutions; and health and safety requirements. Practical skills in microbiology, measuring radioactivity, chemical handling and laboratory instrumentation will be developed. Learners will work with others to produce a plan to undertake a practical investigation to test scientific hypotheses. This will also involve reporting of the results, conclusions and evaluations of the investigation. Throughout all units the course emphasises the employability skills and attitudes valued by employers which will help to prepare learners for the workplace. Learners will review their own employability skills, and will seek feedback from others on their strengths and weaknesses.

At SCQF level 5, learners work alone or with others on straightforward tasks with support.

Units - Title and Brief Description

Careers Using Laboratory Science (National 5) This unit introduces learners to the wide range of industries and services, which use scientific knowledge and laboratory skills. Learners will learn about the variety of ways in which science and laboratory skills are used in different industries and services and about the job roles, which use these skills. Learners will investigate a range of career opportunities within industries and services, which use laboratory science and investigate the skills, qualifications and experience required for a job role of personal interest within the field of laboratory science. Learners will prepare for employment, further education or training through producing their own Curriculum Vitae for a specific job role in a laboratory science setting.	**Working in a Laboratory (National 5)** This unit provides learners with the opportunity to gain practical experience in measuring and weighing quantities, basic laboratory skills such as handling chemicals, preparing solutions, and in calculating and presenting results of practical work. Safety and security procedures are addressed to enable learners to maintain health and safety while working in a laboratory environment and a risk assessment is carried out. Opportunities arise for the development of numeracy and communication skills when recording and reporting practical work.
Practical Skills (National 5) This unit provides learners with the opportunity to learn and develop the skills most commonly used in laboratories. The health and safety issues of working in a laboratory are integral to the unit. Learners will learn how to work safely with potentially hazardous materials such as microorganisms and will measure radioactivity, as well as developing competence in the use of various types of instrumentation found in laboratories. Skills in performing a titration are also developed.	**Progression:** Successful completion of this course can lead to National 5 in another science subject or NC group awards in applied sciences **Assessment:** Internal Assessment is based on: A portfolio of evidence, gathered in open-book conditions. This will include self-evaluation of skills throughout the course and practical assessments assessed by teachers. Candidate will also have to submit a practical assignment **There is no external exam for this course**

MATHS	
Progression for pupils	
S4 Completion	**S5 Possible**
National 4 Numeracy	National 4 Maths, National 4 Applications of Maths, Level 4 Personal Finance Award
National 4 Applications of Maths	National 5 Applications of Maths, Nat 5 Numeracy + Level 4 Personal finance Award in S5 or Nat 5 Units; Level 5 Personal Finance in S6 or Nat 5 Applications of Maths Units.
National 4 Maths	National 5 Maths over 2 years; National 5 Applications of Maths over 2 years; Nat 5 Numeracy + Level 4 Personal finance Award in S5 or Nat 5 Units; Level 5 Personal Finance in S6 or Nat 5 Units. Nat 5 Course award in S6
National 5 Maths – A/B	Higher
National 5 Maths – C	Higher over 2 years, National 5 Applications of Maths

S5 Completion	**S6 Possible**
National 5 Maths – A/B	Higher
National 5 Maths – C	National 5 Applications of Maths
National 5 Applications of Maths – A/B	National 5 Maths
National 4 Applications of Maths	National 5 Applications of Maths or Personal Finance Award
Higher – A/B	Advanced Higher

National 4

National Qualifications - Courses in Maths – Aims and Course Structure

Mathematics is important in everyday life, allowing us to make sense of the world around us and to manage our lives. Using Mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

The course has four Units including an added value unit:

Unit 1: *Expressions and Formulae*	*Unit 2:* *Relationships*	*Unit 3:* *Numeracy* *Added Value Unit: Mathematics Assessment*

National 4 Applications of Maths

The course has four units including and Added Value Unit

Unit 1: *Managing Finance and Statistics*	*Unit 2* *Geometry and Measure*	*Unit 3* *Numeracy (National 4)* *Added Value Unit: Assessment*

National 5

Entry requirements:

- National 4 Maths Pass in S4 or Nat 5 Apps at A/B in S5

Course Assessment: External exam

The course has three units and a course assessment:

Unit 1 – Expressions and Formulae	Unit 2 – Relationships	Unit 3 – Applications

National 5 Applications of Maths

Entry Requirements: National 4 Maths Pass or Nat 4 Apps Pass

The course has three units and a course assessment:

Course Assessment: *External Exam*

Unit 1 *Managing Finance and Statistics*	*Unit 2* *Geometry and Measure*	*Unit 3* *Numeracy (National 5)*

HIGHER

The aim of this course is to build on students' previous experience in Mathematics. This course contains more advanced mathematical techniques such as algebra, trigonometry and calculus.

Entry Requirements:

- National 5 Maths – A/B
- For Candidates with a Nat 5 Maths C – Entrance to Higher Maths would be dependent on potential 2 year Higher & possible upgrading of Nat 5 Maths at end of S5.

Course Content: The course is made up of 3 units:

Relationships & Calculus	**Expressions & Functions**	**Mathematics Applications**
Develop algebraic trigonometric and calculus skills	Using and applying algebraic trigonometric and geometric skills	Applying algebraic and calculus skills to find an optimum solution

All learners will be required to provide evidence of reasoning skills, interpret situations and explains solutions in context.

Assessment: Pupils are required to pass an internal assessment for each of the three units. If these are completed successfully then the candidate will sit an external assessment in the May/June exam diet. The external exam result will determine the pupil's grade at A, B or C level.

Progression: Successful completion of this course will enable progression to Advanced Higher Mathematics. Higher Mathematics is often an entry requirement for degree level courses at university, particularly in the fields of Science, Computing, Engineering and Finance.

Advanced Higher

Purpose: As with all Mathematics courses, Advanced Higher aims to build upon and extend students' mathematical skills, knowledge and understanding. The course offers breadth and depth of mathematical experience and is extremely relevant to further study in not only Mathematics but also in areas such as the physical sciences, computer science, engineering and business management.

Entry Requirements: Higher Mathematics at A or B

Course Content: The course is made up of 3 units:

Methods in Algebra and Calculus extends the calculus skills from Higher and introduced partial fractions	**Applications of Algebra and Calculus** extends graphical and algebraic work from Higher and applies the skills from Maths in Algebra and Calculus	**Geometry, Proof and Systems of Equations** introduces matrices and vector equations and develops mathematical rigour and proof

Assessment: Pupils are required to pass an internal assessment for each of the three units. If these are completed successfully then the candidate will sit an external assessment in the May/June exam diet. The external exam result will determine the pupil's grade at A, B or C level.

S6 PSHE CHOICE – HIGHER STATISTICS AWARD

Entrance Requirements: National 5 level qualifications (does not have to include National 5 Mathematics)

The course is a highly practical, single unit of work that will give an insight into how data is analysed and interpreted in real life. It will require the use of computer software packages, primarily Excel, using genuine data from real research. It is examined internally with a unit assessment that comprises 2 parts. The first is a written paper, the second is a computer assignment.

This course is ideal for those studying the Sciences, the Social Sciences and Business at Higher and especially at Advanced Higher level. The time available in PSHE is insufficient for the complete course. Therefore, there would need to be a commitment to self-study and practice.

S5/6 NATIONAL 5 Applications of Maths + HIGHER STATISTICS AWARD
Entrance Requirements: National 5 Numeracy Award (either independent or as part of National 5 Mathematics) This would be a 1 (or 2) year course comprising the two remaining units of National 5 Lifeskills ("Managing Finance and Statistics" and "Geometry and Measure") plus the Higher Statistics Award. This course is ideal for those who have passed National 5 Mathematics but who do not feel comfortable with an attempt at Higher Mathematics. It would also allow those who are following a Applications of Maths course in S5 to extend this in S6 to include a unit at SCQF level 6 (Higher level)

MEDIA – National 4/ National 5

Purpose and aims of the Course

The main purpose of this course is to analyse and create media content. The course enables learners to understand and develop their media literacy skills and appreciate the opportunities and challenges that occur within the media industry. This course provides learners with opportunities to develop both knowledge and understanding of the media and the ability to create media content. The Media course offers learners opportunities to develop and extend a wide range of skills. In particular, this course aims to enable learners to develop:

- the ability to analyse and create media content, appropriate to purpose, audience and context
- knowledge of the key aspects of media literacy
- knowledge of the role of media within society
- the ability to plan and research when creating media content, as appropriate to purpose, audience and context
- the ability to evaluate the learners' practice

Course Structure

National 4 – **The course has three units including an added value unit all internally assessed**	**National 5 –** **The course has no units; only external course assessment**
Unit 1: Analysing Media Content: Reading and Listening Skills	N/A
Unit 2: Creating Media Content: Writing and Talking Skills	N/A
Unit 3: Added value — assignment	**Course assessment:** Component 1 — exam question paper - 50 marks. Component 2 — assignment – 50 marks

Progression from this Course

This Course or its component Units may provide progression to Higher, or:

- Skills for Work: Creative Digital Media
- Nat. Cert. in Media
- NPA in Journalism
- NPA in Digital Production Skills
- NPA in Radio Broadcasting
- NPA in Television Production
- and ultimately, for some, to employment – past pupils on this course have gone on to further their studies in Media in college and are now working, successfully, in the industry.

MODERN LANGUAGES - FRENCH

Be Bilingual

- French is the official language of 29 countries in the world. French and English are the only languages spoken as a native language on 5 continents
- Learning a foreign language develops a variety of skills – communication, presentation, problem solving, organisation and independence
- Contrary to common belief – not everyone speaks English! 75% of the world's population speaks no English at all
- Learning French can improve your English as it heightens your awareness of structure and grammar

Get good results

- The French Department at Waid gets consistently good results – we have the statistics to prove it!

Go Further

- Being able to speak another language is useful when you travel abroad
- A language qualification can give you a competitive edge over an opponent when applying for college or university
- Most language courses at college and university include a term or year in the country of the language you are studying
- Even students on non-language courses can sometimes choose to go abroad on student exchanges, or do an element of study in a foreign country

Get a good job

A language qualification is attractive to employers because
The UK trades with over 200 countries worldwide (Source: Trade Partners UK, 2002)

- 60% of business in the UK is done with non-English-speaking countries
- It is reckoned that 20% of UK businesses are losing business because they don't have employees who speak foreign languages? **"If I want to sell you something, then I'll speak your language, if you want to sell me something, il faut le faire en français!"**

It is estimated that people who speak a foreign language can earn on average 20% more than those who don't.

HIGHER

Purpose: The Higher French course builds on the skills you developed in National 5 French.
The aim of the course is to offer progressive development of competence in the four skills of listening, talking, reading and writing within a widening range of context and language purposes

Recommended Entry Pupils will normally be expected to have gained a secure pass in National 5 French.
Course content: As in National 5 the four contexts studied in Higher are:

Context	Topic	Content
Society	**La famille**	• New family structures • Marriage/Partnerships/ Family roles
	Les jeunes	• Friends & Family Relationships/Boyfriend/Girlfriend issues /Smoking Drinking/Alcohol/Drugs/Bullying
	Les médias	• Computer/Internet/Cyberbullying • TV habits and opinions/Advertising/Impact of the digital age
		• What subjects learning and why

Learning	**L'éducation**	• Learning styles/Importance of learning a foreign language/ demise of minority languages
	L'enseignement postscolaire	• Advantages and Disadvantages of Further education • Choosing a University / Life Long Learning /Gap Year
Employability	**Le monde de travail**	• Future job – qualities needed for work/ job application processes • Work experience • Equality in the workplace – opportunities for women; opportunities for minorities; immigration/Living and Working abroad
Culture	**Global Citizenship (La CItoyenneté Mondiale)**	• Awareness of traditions, customs and beliefs in other countries.

Course structure

This course is made up of **two** units assessed on a pass/fail basis within centre.

Understanding Language (Higher)

Learners will be required to provide evidence of their **reading and listening** skills in the modern language, us **detailed and complex** language, in **one or more** of the contexts of society, learning, employability, and cultu

Using Language (Higher)

Learners will be required to provide evidence of their **talking**
and writing skills in the modern language, using **detailed and complex** language, in **one or more** of the co of society, learning, employability and culture.

These assessments will take place in class under exam conditions.

External Exam

You will be assessed by the SQA in the following skills:

Reading and Directed Writing 50 marks
Listening 20 marks
Talking (Performance) 30 marks

Done in class but externally marked by the SQA:

Writing Assignment 20 marks

To complete the course, you need to pass the internal and external units.

Progression

Successful completion of the course may lead to study of French at Advanced Higher level or to a course at F.E. College (HNC/HND), a degree course at university to
employment in:

- Languages – Translator / Interpreter
- Education – Primary & Secondary Teaching
- Business & Marketing
- Fashion Industry
- Journalism
- Arts
- Social Science
- Religion
- Hospitality / Catering
- Tourism
- Law
- European Politics
- Civil Services
- Armed Forces

ADVANCED HIGHER

Purpose Building on the skills you developed in Higher French, you will

- develop advanced skills in listening and talking, reading and writing, which are essential for learning, wor life
- use a range of different media effectively for learning and communication
- further develop an understanding of how language works, and use language to communicate ideas and information in the contexts of society, learning, employability and culture
- use creative and critical thinking as well as other higher-order language skills to synthesise ideas and arg
- develop skills in literary appreciation
- further enhance your enjoyment and understanding of your own and other cultures
- explore the interconnected nature of languages
- develop independent learning skills including research and analytical skills

Recommended Entry: Pupils will normally be expected to have attained an A pass in Higher French. In exc circumstances, pupils who have achieved a B pass at Higher could be encouraged to continues with French a level

Course Details: As in National 5 and Higher, the four contexts studied in Advanced Higher are:

*Society *Learning *Employability *Culture

Context	Topic	Content
Society	**La famille**	• New family structure/ marriage/partnership/gender equality • Friends & Family Relationships
	Les jeunes	• Social influences and pressures • Boyfriend/Girlfriend issues • Smoking/Drinking/Alcohol/Drugs • Bullying
	Social Issues	• Environmental issues • Human rights • e.g. effects of unemployment, gambling, alcohol and drugs welfare state • Democracy/political engagement
	Les médias	• Impact of the digital age • Computer/Internet/Cyberbullying/Impact of the digital age • TV habits and opinions • Advertising
Learning	**L'éducation**	• Understanding self as a learner, e.g. learning styles/importance of language learning in education • Advantages/disadvantages of higher or further education, choosing a university/college, lifelong learning • Searching for a job, planning for future jobs/higher education, taking a gap year, career path, equality in the workplace, voluntary and charitable work
Employability	**Le monde de travail**	• Preparing for a job interview/importance of language in Global contexts, job opportunities • Future job – qualities needed for work/ job application processes • Work experience • Equality in the workplace – opportunities for women; opportunities for minorities; immigration

Culture	**Global Citizenship (La CItoyenneté Mondiale)**	• Open borders for workers • Living in a multicultural society/stereotypes • Immigration/prejudice/racism • Minority languages and their importance/association with culture, cross- cultural influences, global issues • Awareness of traditions, customs and beliefs in other countries.
External Exam You will be assessed in the following skills by the SQA: Reading (30 marks) and Translation (20 marks) Listening (30 marks) and Discursive Writing (40 marks) Talking (50) - Visiting examiner Portfolio (30 marks) will be done in class and marked by the SQA		

MODERN STUDIES

HIGHER

The Modern Studies Course will encourage learners to develop important attitudes including: an open mind and respect for the values, beliefs and cultures of others; openness to new thinking and ideas and a sense of responsibility and global citizenship.

The investigative and critical thinking activities in this Course give learners important experience in contributing to group work and also working on their own. Learners will acquire attributes which will be important for their life and work. Through the skills and content of this Course, learners will develop an increased understanding of the democratic political system and their place in it as well as a sense of responsible citizenship. The emphasis on the evaluation of a wide range of sources and decision making will develop thinking skills. Three units will be studied:

Democracy in Scotland and the United Kingdom

- Possible alternatives to the governance of Scotland
- Implications of the UK's decision to leave the EU
- Effectiveness of parliamentary representatives in holding the government to account
- Strengths and weaknesses of electoral systems used in elections within the UK
- Factors which influence voting behaviour including class, age and media
- Ways in which citizens can influence government decision making, including pressure groups

Social Issues in the United Kingdom

- Reasons why income and wealth inequality exists
- Reasons why health inequalities exist
- Effect of inequality on a group or groups in society
- Individualist and collectivist debate

International Issues:

A study of a significant world issue: Terrorism

- Social, economic and political factors which have caused the issue
- Effects of the issue on individuals, families and the wider international community
- Effectiveness of individual countries in tackling the issue
- Effectiveness of international organisations in tackling the issue

Assessment for Higher Modern Studies

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all course assessments together (worth a total of 110 marks), these include:

- Question Paper 1 = 1 hour and 45 minutes external exam: 52 marks
- Question paper 2 = 1 hour and 15 minutes assignment; 28 marks
- Assignment = 1 hour and 30 minutes assignment; 30 marks

Question Paper 1

The purpose of this question paper is to demonstrate breadth of knowledge and understanding from across the three Units of the Course. The exam will have three sections: Democracy in Scotland and the United Kingdom; Social Issues in the United Kingdom' and International Issues

Question Paper 2

The purpose of this question paper is to demonstrate application of the following skills using a range of sources of information:

- Detecting and explaining objectivity
- Drawing and supporting complex conclusions
- Evaluating reliability

Component 2

The assignment will have 30 marks (27% of the total mark).

The assignment Component of the Course assessment will have a greater emphasis on the assessment of skills than the question paper. The other marks will be awarded for the demonstration of knowledge and understanding.

Learners will produce the evidence for assessment from the results of their research, in no more than 1 hour and 30 minutes and under controlled assessment conditions, which will be done in time to meet the submission date set by the SQA

Recommended Entry: Learners are expected to have a C pass or above in National 5 Modern Studies. However, pupils who have a C pass or above in English and another Social Subject (History or Geography), will be eligible for entry to Higher Modern Studies. S6 pupils who have a passed National 5 Modern Studies and/or have passed Higher in another social subject will also be eligible to study for the new higher course.

Progression: The Higher Modern Studies course provides an entry qualification for study in further and higher education and for entry into a diverse range of occupations and careers, such as: Lawyer; Journalist; Doctor; Broadcaster; Politician; Social Worker; Police Officer; Researcher and Teacher

ADVANCED HIGHER

Aims of the Course

Advanced Higher Modern Studies builds on the work carried out at Higher Modern Studies. It gives you the opportunity to develop a high level of skill in independent study, co-operative learning, objective thinking and the ability to communicate clearly and confidently. You will gain expertise in the use of a range of sources, research, debate and IT. The course aims to give you a detailed understanding of many aspects of the contemporary world which are of concern to all citizens. You will gain understanding of the ways in which people interact in response to a major social issue

Recommended Entry

Students would normally be expected to have attained a pass in Higher Modern Studies.

Course Outline

The course consists of 3, 40 hour units plus 40 hours flexible time.

Unit 1 – Social Issues – Law and Order

Within this section, candidates will develop in-depth knowledge and understanding of:

- Understanding Criminal Behaviour
  - the nature and extent of criminal behaviour
  - evaluation of theories of criminal behaviour
  - the social and economic effects of criminal behaviour
- Responses by society to crime
  - theories and explanations of responses to crime
  - current responses to crime
  - evaluation of responses to crime
- Researching social science issues
  - critically evaluating research methodology
  - critically evaluating sources of information

Unit 2 – Project / Dissertation

You will choose a topic to study and research and write up your findings. This will form part of your overall final grade.

INTERNAL ASSESSMENT

Evidence will be gathered throughout the course and internal assessments will be undertaken.

EXTERNAL ASSESSMENT

Your dissertation and final exam make up your final award. The dissertation is sent away to be marked by external examiners.

MUSIC		
NATIONAL 4 OR 5		
Recent changes to courses in schools means that anyone who enjoyed Music earlier in their education or who has since developed an interest in Music can pick it up again in S5 or in S6; students simply slot in at the level appropriate to their skills. All students study 2 instruments (singers can count the voice as an "instrument"). You can start from scratch if necessary, perhaps using drum kit, keyboard or xylophone) + some composing + some listening ; **National Qualifications - Courses in Music – Aims and Course Structure** The purpose of studying Music is to develop the learner's skills in Performing, Composing and Understanding Music. All will develop their musicianship through active participation and exploration of various aspects of music. Music allows pupils to develop transferable skills (commitment, responsibility, team work and personal well-being) which will support their cross-curricular pathways. A positive and creative ethos allows pupils to build meaningful relationships with peers and staff.		
National 3/SCQF Level 3	**National 4/SCQF Level 4**	**National 5/SCQF Level 5**
The course has 3 Units Music: Performing Skills (N 3) Music: Composing Skills (N 3) Understanding Music (N 3) **Pass/Fail**	*The course has 4 Units including an added value unit:* Music: Performing Skills (N 4) Music: Composing Skills (N 4) Understanding Music (N 4) Added Value Unit Music Performance **Pass/Fail**	*The course has 3 Units And Course Assessment* Music: Performing Skills (N 5) Music: Composing Skills (N 5) Understanding Music (N 5) Course Assessment – Practical Examination in March of S4 and a Question Paper in May grades A-C
National Qualifications - Courses in Music – Aims and Course Structure The purpose of studying Music is to develop the learner's skills in Performing, Composing and Understanding Music. All will develop their musicianship through active participation and exploration of various aspects of music. Music allows pupils to develop transferable skills (commitment, responsibility, team work and personal well-being) which will support their cross-curricular pathways. A positive and creative ethos allows pupils to build meaningful relationships with peers and staff.		
National 3/SCQF Level 3	**National 4/SCQF Level 4**	**National 5/SCQF Level 5**
The course has 3 Units Music: Performing Skills (N 3) Music: Composing Skills (N 3) Understanding Music (N 3) **Pass/Fail**	The course has 4 Units including an added value unit: Music: Performing Skills (N 4) Music: Composing Skills (N 4) Understanding Music (N 4) Added Value Unit Music Performance (N 4) **Pass/Fail**	The course has 3 Units And Course Assessment Music: Performing Skills (N 5) Music: Composing Skills (N 5) Understanding Music (N 5) Course Assessment – Practical Examination in March of S4 and a Question Paper in May grades A-C

HIGHER AND ADVANCED HIGHER
In the course of the year, you will study the 3 main elements of Music – performing, composing and listening. For performing, you will study 2 instruments (voice, of course, counts if you are a singer) and this leads to an assessment by a Visiting Examiner in March (May for Advanced Higher). You may study performing with a school-based instructor, a private teacher, in class or you may even be self-taught. For composing, you will be carefully guided by your teacher and you will submit your best work for assessment. For listening, you will study musical ideas and hear all kinds of music. Assessment of this element will take the form of a paper of questions based on recorded examples of music at the end of the session. As in all other subjects, presentation for a Course Award depends on successfully completing the Unit Assessments. At all times, your teacher will guide your work. It is traditional at Waid Academy for Music students to play a full part in the musical life of the school; enthusiasm, an open mind and commitment to developing your skills and interests as a musician are all of vital importance. **Recommended Entry Requirements:** For Higher, students will be expected to have achieved an A or B in National 5 Music. Pupils who achieved a C at National 5 level in S4 might well find the work overly challenging for presentation in S5 but should not be discouraged from discussing their suitability with their teacher; Higher over 2 years is the possible progression route. The entry requirements for Advanced Higher are similar. Whatever your background in music, you should consult Mr MacLeod as soon as possible about your suitability for the level of course you wish to undertake.

PHYSICAL EDUCATION
NATIONAL 5
Purpose - The main purpose of this course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance.
Factors impacting on performance Learners develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, learners consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Learners select and apply these approaches to factors that impact on their personal performance. Learners create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs. **Performance Skills Unit** The performance unit will assess the learners' ability to plan, prepare for, effectively perform and evaluate performance in one physical activity. Factors impacting on Performance: Learners who complete this unit will be able to: Analyse and evaluate factors that impact on performance in physical activities Evaluate the process of personal performance development To achieve a course award, candidates must pass all internal assessments based on the above course elements and complete the final exam.
Course assessment Component 1: Portfolio 50% Component 2: Performance - 2 one off performances 50%
Progression: Pupils can progress to College and University courses in Leisure and Recreation, Sports Science, Physical Education Teaching and other sport related degrees.

PHYSICAL EDUCATION

HIGHER

Purpose - The main purpose of this course is to develop and demonstrate a broad and comprehensive range of complex skills in challenging contexts. Learners will develop the ability to use strategies to make appropriate decisions for effective performance. They will also analyse a performance, understand what is required to develop it and then apply this knowledge to their own performance.

Factors impacting on performance
Learners develop knowledge and understanding of mental, emotional, social and physical factors that impact on personal performance in physical activities. Through collecting information, learners consider how these factors can influence effectiveness in performance. They develop knowledge and understanding of a range of approaches for enhancing performance. Learners select and apply these approaches to factors that impact on their personal performance. Learners create and implement Personal Development Plans (PDPs), modify these, and justify decisions relating to future personal development needs.

Performance Skills Unit The performance unit will assess the learners' ability to plan, prepare for, effectively perform and evaluate performance in one physical activity.
Factors impacting on Performance: Learners who complete this unit will be able to:
Analyse and evaluate factors that impact on performance in physical activities
Evaluate the process of personal performance development
To achieve a course award, candidates must pass all internal assessments based on the above course elements and complete the final exam.

Course assessment
Component 1: Question paper 2 hours and 30 minutes 50%
Component 2: Performance - 2 one off performances 50%

Progression: Pupils can progress to College and University courses in Leisure and Recreation, Sports Science, Physical Education Teaching and other sport related degrees.

Entry Requirements: National 5 Physical Education A or B. Pupils who achieved a C at National 5 level in S4 might find the work overly challenging for presentation in S5 but should not be discouraged from discussing their suitability with their teacher.

EXERCISE AND FITNESS LEADERSHIP NPA (SCQF LEVEL 6)

The sport and fitness industry is becoming more regulated, and employers and insurance tends towards professional recognition for many positions. It is therefore seen as very important that candidates are as well prepared as they can be. Throughout the course you will undergo significant personal development and gain valuable skills in organisation, planning and leadership – essential for your future progression within education and/or employment.

This National Progression Award at SCQF Level 6 (equivalent to a Higher) will improve your skills and knowledge relating to sport and fitness. You will be introduced to the rationale behind the use of circuit, cardiovascular and fixed weight training techniques, and equipment used in each exercise type. You will also develop safe and effective practical skills in these areas.

What you will experience

There are five units available, three of which must be completed to achieve the NPA. For some of the units, teamwork will be involved, but all candidates must play a full part as it is the work/contribution of each individual that will be assessed. The units are designed to underpin the knowledge and skills required by employers, and are closely linked to the National Occupational Standards for each of the subject areas covered in the units. Units are as follows:

- Exercise and Fitness: Cardiovascular Training
- Exercise and Fitness: Fixed Weight Training
- Exercise and Fitness: Circuit Training
-

The course is designed to enhance your interest in exercise and fitness training, improve personal performance, develop reflective learning, and aid progression to further study of the subject. During the course you will learn:

- The main physiological effects of different types of training on the body
- How to personalise training for selected clients
- How to identify advantages and disadvantages of a range of training methods
- How to give a rationale for the selection of exercises

On successful completion of this course you will be able to identify safe and effective exercises, and describe their advantages and disadvantages. You will also be able to demonstrate and evaluate both the exercises and their own technical abilities, together with personal and facility equipment relating to the selected activities.

As well as this, you will build a valuable understanding of health and safety in the workplace. You will be taught using a range of methods and technologies – this includes practical participation work, group work and theory based classroom teaching. The course will also be supported via the use of the AMAC trainings website and free materials.

- To achieve the full qualification, you must attend regularly and successfully complete all unit work and assessments expected. Assessments will be carried out using a range of formative and summative approaches including observation of practical performance, closed book assessment and review of case studies. Assessment is carried out on an ongoing basis, meaning there are no end of course exams.
- How to demonstrate cardiovascular, fixed weight and circuit training exercises
- How to evaluate personal performance

Entry Requirements: Higher Physical Education A - C. Pupils must have completed Higher Physical Education in order to have the necessary knowledge and understanding required for the units and overall course material.

PHYSICS

NATIONAL 5

Rationale The purpose of the Course is to develop learners' interest and enthusiasm for physics in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of physics. This will enable learners to become scientifically literate citizens, able to review the science-based claims they will meet.

Recommended Entry: While entry is at the discretion of the centre, pupils would normally have obtained a National 4 in Physics, or National 5 in Biology or Chemistry.

Units – Title and Brief Description

The general aim of all three Units is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding. Learners will apply these skills when considering the applications of physics on our lives, as well as the implications on society and the environment. This is done using a variety of approaches, including investigation and problem solving. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.

Physics: Electricity and Properties of Matter (National 5) The Unit covers the key areas of electricity, energy transfer, heat and the gas laws. **Physics: Waves and Radiation (National 5)** The Unit covers the key areas of waves, sound, light, the electromagnetic spectrum and nuclear radiation. **Physics: Dynamics and Space (National 5)** The Unit covers the key areas of kinematics, forces and space. **Progression:** Successful completion of this course can lead to Higher Physics.	**Assessment:** National 5 Units only - Internal Assessment which is based on: End of unit tests. Pupils have up to two attempts to pass these. National 5 Examination - External Assessment based on: a question paper, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in physics. **(80% of marks)** an assignment, which requires learners to demonstrate aspects of challenge and application; learners will apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in physics and communicate findings **(20% of marks)**

HIGHER

Rationale: The purpose of the Course is to develop learners' curiosity, interest and enthusiasm for physics. Skills of scientific inquiry and investigation are developed throughout the Course. The relevance of physics is highlighted by the study of the applications of physics in everyday contexts.

The course is designed for students who wish to continue their study of physics beyond National 5 and who may wish to progress to Advanced Higher.

Recommended Entry: While entry is at the discretion of the department, pupils would normally have obtained an A or B pass at National 5 Physics.

Units – Title and Brief Description – **The general aim of all Units is to develop skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding of physics. Learners will apply these skills when considering the applications of physics on our lives, as well as the implications on society and the environment. This is done by using a variety of approaches, including investigation and problem solving. Learners will research issues, apply scientific skills and communicate information related to their findings, which will develop skills of scientific literacy.**

Physics: Our Dynamic Universe (Higher) The Unit covers the key areas of kinematics, dynamics, gravitation, special relativity and cosmology. **Physics: Particles and Waves (Higher)** The Unit covers the key areas of the Standard Model, electric and magnetic fields, nuclear reactions, wave-particle duality and the interference, diffraction and refraction of light. **Progression:** Successful completion of this course can lead to Advanced Higher Physics	**Researching Physics (Higher)** The general aim of this Unit is to develop skills relevant to undertaking research in Physics. Learners will collect and synthesize information from different sources, plan and undertake a practical investigation, analyse results and communicate information related to their findings. They will also consider any applications of the physics involved and implications for society/ the environment. The Unit offers opportunities for collaborative and for independent learning. Learners will develop knowledge and skills associated with standard laboratory apparatus and in the recording and processing of results. The communication of findings will develop skills in scientific literacy
Assessment: Internal Assessment is based on: End of unit tests. Pupils have up to three attempts to pass. External Assessment is based on: two question paper, which requires learners to demonstrate aspects of breadth, challenge and application; learners will apply breadth and depth of skills, knowledge and understanding from across the Course to answer questions in physics. **(155 marks scaled to 120 marks)** an assignment, which requires learners apply skills of scientific inquiry, using related knowledge, to carry out a meaningful and appropriately challenging task in physics and communicate findings. **(20 marks scaled to 30 mark)**	

ADVANCED HIGHER	
This course is designed to provide progression from Higher Grade Physics. The course includes demanding Physics theory and independent Practical Research work. It is intended for students who have passed Higher Physics and who also have a pass in Higher Mathematics. The course provides a preparation for Higher Education study in Physics. **Entry Qualifications** Higher Physics – B pass minimum Higher Maths is also preferable There are 4 Units of work in the Advanced Higher Physics course. These are:	
Rotational Motion and Astrophysics This Unit develops knowledge and understanding and skills in physics related to rotational motion and astrophysics. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving angular motion. An astronomical perspective is developed through a study of gravitation, leading to work on general relativity and stellar physics. **Quanta and Waves** This Unit develops knowledge and understanding and skills in physics related to quanta and waves. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving quantum theory and waves. The Unit introduces non-classical physics and considers	**Electromagnetism** This Unit develops knowledge and understanding and skills in physics related to electromagnetism. It provides opportunities to develop and apply concepts and principles in a wide variety of situations involving electromagnetism. The Unit develops knowledge and understanding of electric and magnetic fields and capacitors and inductors used in d.c. and a.c. circuits. **Investigating Physics** In this Unit, learners will develop key investigative skills. The Unit offers opportunities for independent learning set within the context of experimental physics. Learners will identify, research, plan and carry out a physics investigation of their choice.

the origin and composition of cosmic radiation. Simple harmonic motion is introduced and work on wave theory is developed.	
Course assessment structure: Internal Assessment is based on: An end of unit test, which must be passed in both knowledge and problem solving aspects. Up to two attempts are allowed to pass this. External Assessment is based on: Component 1 — question paper 155 marks (scaled to 120 marks) Component 2 — project 30 marks (scaled to 40 marks) **Total marks 160 marks**	

PSYCHOLOGY

HIGHER – only available in S6

Higher English at a B or above is an essential pre-requisite to study Psychology at Higher level and at least one other Higher at B. National 5 Maths is also strongly recommended.

Overview

The main purposes of the course are to enable learners to develop an understanding of the psychological study of the human brain and behaviour in a range of contexts, and to enhance their ability to use evidence to explain behaviour. The course develops learners' understanding of psychology as the scientific study of the brain, mind and behaviour. Psychology is a research-based subject, and it provides the opportunity to conduct practical research. This includes working with human participants in accordance with ethical standards.

Course Topics –

Individual Behaviour - Sleep and Dreams, and Memory.
Social Behaviour - Conformity and Obedience, and Prejudice and Discrimination.
Research Methods: This is taught through the Research Investigation.

Course Assessment

Research Investigation 6 SCQF credit points out of 40 and worth 33% of overall grade. One internal unit assessment; prelim and Higher Examination out of 80. Exam lasts 2 hours 40 minutes.

The Course aims to develop:

- knowledge and understanding of psychological concepts, theories, approaches and terminology
- the ability to use thinking skills when analysing, evaluating and applying knowledge and understanding of psychology
- understanding of the role of research evidence in explaining human behaviour
- research skills to select, organise, interpret and evaluate information
- the ability to plan and carry out psychological research, using appropriate method and according to ethical and scientific standards
- communication and numeracy skills used in psychology

Homework - is issued twice per term. Most homework will take the form of written exercises to test knowledge and skills and to consolidate learning.

Who is suitable?

Higher Psychology is suitable for learners with an interest in finding out more about the human mind and behaviour. Learners should be interested in developing their thinking, research and communication skills, either to pursue study and career options related to psychology, or to broaden their learning experience. It is a demanding crash higher that requires a lot of reading to consolidate complex and abstract theories with a language all of its own.

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES

NATIONAL 5 AND HIGHER

Course Content

The Higher course aims to build on the transferrable skills which candidates developed in the National qualification. During this year, we focus specifically on analysis and evaluation skills. Our course challenges pupils to develop their extended writing skills and learn to construct timed exam essays. The content of the Higher course is demanding and requires students to critically analyse and investigate the religious, moral and philosophical questions and issues which stem from our studies. The course consists of weekly homework and there is an expectation that students will work outside of class to develop their knowledge and understanding. There is a lot of thinking and writing in this course but it aims to prepare learners for life after school.

The course begins with a SKILLS unit where Students are taught how to write evaluative essays, ensuring they have the relevant skills needed for success at Higher level.

- **World Religion- Buddhism** - * Beliefs about the Buddha * The Nature of Reality *The Nature of Human Beings *Samsara & Nibbana *Living according to the Noble Eightfold Path *Individual & Community Worship
- **Morality & Belief- Morality and Justice** - *The Purposes of Punishment *The Causes of Crime *UK Responses to Crime *Capital Punishment
- **Religious & Philosophical Questions – Origins** - *Religious Explanations of Origin of Universe *Scientific Explanation of Origins of Universe *Strengths and Weaknesses of these approaches *Can science and religion ever work together?
- **Assignment - Personal Research**

Key Skills

Analysis, evaluation, using sources, extended writing, critical thinking, creativity, taking notes, research, planning, questioning, presentation, understanding different viewpoints and more.

Common Career/Study Paths

Social Subjects (e.g. Sociology, Psychology, Social Anthropology, History, Philosophy, Criminology), Emergency Services (e.g. Medicine, Police & Prison Services, Fire Service), Social Work, Education, Journalism and the Media, Law etc.

Assessment

Exam Paper One, 2 hours 15 minutes, 60 marks *Exam Paper Two, 45 minutes, 20 marks
*Assignment- 1 hour 30 minutes, 30 marks

Progression Routes

A pass in Higher RMPS is also a very acceptable entry qualification for all university courses and is well respected by employers.

DESIGN, ENGINEERING & TECHNOLOGY - DESIGN & MANUFACTURE

NATIONAL 4 AND 5

Course Description

This course provides learners with opportunities to develop skills that are of general value for learning, life and work: the ability to read drawings and diagrams; the ability to communicate design ideas and practical details; the ability to devise and develop practical solutions to design problems; and the ability to manufacture their design ideas.

The Course allows learners to engage with technologies and to consider the impact that design and manufacturing technologies have on our environment and society. It allows them to consider how technologies have impacted on the world of the designer and on manufacturing.

The aims of the Course are to enable learners to develop:

- skills in design and manufacturing models, prototypes and products
- knowledge and understanding of manufacturing processes and materials
- an understanding of the impact of design and manufacturing technologies on our environment and society

Course Structure

The Design & Manufacture course consists of 2 units;

Design & Manufacture: Design

This Unit covers the product design process from brief to resolved design proposals, including specification. It helps learners develop skills in initiating, developing, articulating and communicating design proposals.

Design & Manufacture: Materials & Manufacturing

This Unit covers the product design process from design proposals to prototype or product. It helps learners to 'close the design loop' by manufacturing their design ideas. It allows learners to develop practical skills that are invaluable in the design/make/test process.

Course Assessment

To gain a National 4 award, learners must pass two mandatory units as well as complete the final Added Value Unit folio and final Added Value Unit model.

To gain a National 5 award, learners must complete various unit tasks before completing the Final Course Assessment folio, Final Course Assessment model and a final written exam.

National 4	National 5
Design Unit – pass Materials and Manufacturing Unit - pass Added Value Unit folio – pass Added Value Unit model - pass	Question Paper – 80 marks Final Course Assessment folio – 55 marks Final Course Assessment model – 45 marks

At National 4 level, the Added Value Unit folio and Added Value Unit model will be used to determine a 'pass' or 'fail'.

At National 5 level, the course assessment is graded A–D with a learner's overall grade determined by their performance in the Final Course Assessment folio, Final Course Assessment model and the Question Paper.

HIGHER

Course Description

The Course provides a broad and practical experience in product design and manufacture. It provides opportunities for learners to gain skills in designing and communicating design proposals and opportunities for learners to refine and resolve their design ideas effectively.

The Course provides opportunities for learners to apply practical skills and an understanding of the properties and uses of materials and manufacturing processes. It does so in a way that allows learners to inform and refine their own design proposals. It offers them opportunities to explore design alternatives and to consider the manufacturing practicalities that these design alternatives bring to light.

The aims of the Course are to enable learners to develop:

- research skills
- skills in designing products
- knowledge and understanding of materials and commercial manufacture
- knowledge and understanding of design factors
- an understanding of the impact of design and manufacturing technologies on society, the environment and the world of work

Course Structure

The Design & Manufacture course consists of 2 units;

<u>Design & Manufacture: Design</u>

Candidates study the design process from brief to design proposal. This helps them to develop skills in initiating, developing, articulating and communicating design proposals. Candidates explore and refine design proposals using the design/make/test process and by applying knowledge of materials, processes and design factors to reach a viable solution. This helps them to develop an understanding of the iterative nature of the design process. Candidates also develop an understanding of the factors that influence the design, marketing and use of commercial products.

<u>Design & Manufacture: Materials & Manufacturing</u>

Candidates study the manufacture of commercial products. They develop knowledge of materials, manufacturing and production processes and strengthen their understanding of how these influence the design of products. This provides candidates with the knowledge and understanding required to develop a viable design proposal for a commercial product and to plan its production.

Integrating the two areas of study is fundamental to delivering the course successfully. It helps candidates to understand the relationship between designing products and manufacturing products and it helps them to see how this connection influences a product's lifecycle. By combining the study of design with the study of manufacturing, candidates also learn to appreciate the impact design and manufacturing technologies have on society, the environment and the world of work.

Course Assessment

To gain a Higher award, learners must complete various unit tasks before completing the Final Course Assessment folio and a final written exam.

Final Course Assessment folio – 90 marks

Question Paper (2 hours and 15 minutes long) – 80 marks

Entry Criteria

Learners who have achieved National 5 Design & Manufacture at A-C level.

Learners who have achieved National 5 Graphic Communication at A-C level (at department discretion)

Learners who have achieved Higher Graphic Communication.

DESIGN, ENGINEERING & TECHNOLOGY – GRAPHIC COMMUNICATION

NATIONAL 4 AND 5

Course Description

This Course provides an opportunity for learners to gain skills in reading, interpreting and creating graphic communications. Learners will initiate, develop and communicate ideas graphically. They will develop spatial awareness and visual literacy through graphic experiences.

The aims of the Course are to enable learners to:

- develop skills in graphic communication techniques, including the use of equipment, graphics materials and software
- extend and apply knowledge and understanding of graphic communication standards, protocols, and conventions where these apply
- develop an understanding of the impact of graphic communication technologies on our environment and society

Course Structure

The Graphic Communication course consists of 2 units;

Graphic Communication: 2d Graphics

Learners develop their creativity and skills within a 2d graphic communication context. Learners initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

Graphic Communication: 3d and Pictorial Graphics

Learners develop their creativity and skills within a 3d and pictorial graphic communication context. Learners initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts.

Course Assessment

To gain a National 4 award, learners must pass two mandatory units as well as complete the final Added Value Unit folio.

To gain a National 5 award, learners must complete various unit tasks before completing the Final Course Assessment folio and a final written exam.

National 4	National 5
2d Graphics Unit – pass 3d and Pictorial Graphics Unit – pass Added Value Unit folio - pass	Question Paper – 80 marks Final Course Assessment folio – 40 marks

At National 4 level, the Added Value Unit folio will be used to determine a “pass” or “fail”.

At National 5 level, the course assessment is graded A–D with a learner’s overall grade determined by their performance in both the Final Course Assessment folio and the Question Paper.

DESIGN, ENGINEERING & TECHNOLOGY – GRAPHIC COMMUNICATION

HIGHER

Course Description

The Course provides opportunities for learners to initiate and develop their own ideas graphically. It allows them to develop skills in reading and interpreting graphics produced by others. Learners will continue to develop graphic awareness in often complex graphic situations thus expanding their visual literacy.

The aims of the Course are to enable learners to develop:

- skills in graphic communication techniques, including the use of equipment, graphic materials and software creativity in the production of graphic communications to produce visual impact in meeting a specified purpose
- skills in evaluating the effectiveness of graphics in communicating and meeting their purpose
- an understanding of graphic communication standards, protocols and conventions, where these apply
- an understanding of the impact of graphic communication technologies on our environment and society

Course Structure

The Graphic Communication course consists of 2 units;

Graphic Communication: 2d Graphics

Candidates develop creativity and presentation skills within a 2D graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 2D graphic techniques. Candidates develop skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Graphic Communication: 3d and Pictorial Graphics

Candidates develop creativity and presentation skills within a 3D and pictorial graphic communication context. They initiate, plan, develop and communicate ideas graphically, using 3D and pictorial graphic techniques. Candidates develop a number of skills and attributes including spatial awareness, visual literacy, and the ability to interpret given drawings, diagrams and other graphics. They evaluate the effectiveness of their own and given graphic communications to meet their purpose.

Course Assessment

To gain a Higher award, learners must complete various unit tasks before completing the Final Course Assessment folio and a final written exam.

Final Course Assessment folio – 50 marks

Question Paper (2 hours and 30 minutes long) – 90 marks

Entry Criteria

Learners who have achieved National 5 Graphic Communication at A-C level.

Learners who have achieved National 5 Design & Manufacture at A-C level (at department discretion)

Learners who have achieved Higher Design & Manufacture.

DESIGN, ENGINEERING & TECHNOLOGY – PRACTICAL WOODWORKING

NATIONAL 4 AND 5

Course Description

The Course provides opportunities for learners to gain a range of practical woodworking skills and to use a variety of tools, equipment and materials. It allows them to plan activities through to the completion of a finished product in wood.

The aims of the Course are to enable learners to develop:

- skills in woodworking techniques
- skills in measuring and marking out timber sections and sheet materials
- safe working practices in workshop environments
- practical creativity and problem-solving skills
- an understanding of sustainability issues in a practical woodworking context

Course Structure

The Practical Woodworking course consists of 3 units;

Practical Woodworking: Flat-frame Construction

Learners develop skills in making woodworking joints and assemblies commonly used in flat-frame joinery.

Practical Woodworking: Carcase Construction

Learners develop skills in making woodworking joints and assemblies commonly used in carcase construction. Tasks will involve some complex features and may include working with manufactured board or with frames and panels.

Practical Woodworking: Machining and Finishing

Learners develop skills in using common machine and power tools. They develop skills in a variety of woodworking surface preparations and finishing techniques.

Course Assessment

To gain a National 4 award, learners must pass all of the three mandatory unit models as well as complete the final Practical Activity.

To gain a National 5 award, learners must complete various unit tasks before completing the final Practical Activity and a final written exam.

National 4	National 5
Flat Frame Construction Unit – pass Carcase Construction Unit – pass Machining & Finishing Unit – pass Practical Activity (100%)	Question Paper – 60 marks (30% - scaled mark) Practical Activity – 70 marks (70%)

At National 4 level, the Practical Activity will be used to determine a ‘pass’ or ‘fail’.
At National 5 level, the course assessment is graded A–D with a learner’s overall grade determined by their performance in both the Practical Activity and the Question Paper.

NATIONAL PROGRESSION AWARDS & SCQF Awards	
LEVEL 4, 5, 6	
PE- Exercise & Fitness SCQF Level 6	
Course Description	
The sport and fitness industry is becoming more regulated, and employers and insurance tends towards professional recognition for many positions. It is therefore seen as very important that candidates are as well-prepared as they can be. Throughout the course you will undergo significant personal development, and gain valuable skills in organisation, planning and leadership - essential for your future progression within education and/or employment. This National Progression Award at SCQF Level 6 (equivalent to a Higher) will improve your skills and knowledge relating to sport and fitness. You will be introduced to the rationale behind the use of circuit, cardiovascular and fixed weight training techniques, and equipment used in each exercise type. You will also develop safe and effective practical skills in these areas. On successful completion of this course you will be able to identify safe and effective exercises, and describe their advantages and disadvantages. You will also be able to demonstrate and evaluate both the exercises and their own technical abilities, together with personal and facility equipment relating to the selected activities	
There are five units available, three of which must be completed to achieve the NPA. For some of the units teamwork will be involved, but all candidates must play a full part as it is the work/contribution of each individual that will be assessed. The units are designed to underpin the knowledge and skills required by employers, and are closely linked to the National Occupational Standards for each of the subject areas covered in the units. Units are as follows: ➢ Exercise and Fitness: Cardiovascular Training ➢ Exercise and Fitness: Fixed Weight Training ➢ Exercise and Fitness: Circuit Training	The course is designed to enhance your interest in exercise and fitness training, improve personal performance, develop reflective learning, and aid progression to further study of the subject. During the course you will learn: The main physiological effects of different types of training on the body; ➢ How to personalise training for selected clients; ➢ How to identify advantages and disadvantages of a range of training methods; ➢ How to give a rationale for the selection of exercises; ➢ How to demonstrate cardiovascular, fixed weight and circuit training exercises; ➢ How to evaluate personal performance.
As well as this, you will build a valuable understanding of health and safety in the workplace. You will be taught using a range of methods and technologies - this includes practical participation work, group work and theory-based classroom teaching. The course will also be supported via the use of the AMAC trainings website and free materials. To achieve the full qualification, you must attend regularly and successfully complete all units. Assessment will be carried out using a range of formative and summative approaches including observation of practical performance, closed-book assessment and review of case studies. Assessment is carried out on an ongoing basis, meaning there are no end of course exams.	

ENTERPRISE AND BUSINESS – Level 6	
Course Description The Enterprise and Business course is relevant to anyone interested in Business or an interest in starting their own business. The focus of the qualification is on pre-enterprise activity, with the aim of developing the knowledge and skills required to start a business.	
Course Structure The NPA consists of five Units. Each Unit can be certificated separately	**Business Formation: an Introduction (FJ3F12)** This Unit focuses on the skills and knowledge needed to move a business idea to the start-up stage. Pupils learn about different types of business models, finance and sources of help required to be successful in starting a business
Business Skills and Behaviours (FJ3J 12) This Unit enables pupils to enhance the skills and behaviours necessary for success in business. The skills in this Unit are transferable and would therefore benefit anyone operating in a business environment	**Business Formation: Commercial Aspects and the Law (FJ3K 12)** This Unit introduces pupils to the relevant legal considerations when starting a business. Pupils learn about contractual agreements, regulations that need to be complied with and sources of legal assistance for business start up
Finance and E-Business (FJ3H 12) This Unit introduces pupils to sources of funding and financial advice for a new business, and the importance of the accurate management of finance within a business. Pupils will learn about a range of financial options available to new businesses including	**Business Formation: Developing a Business Idea (FJ3G 12)** In this Unit, pupils research a proposed business idea and begin the planning process for a new business. Pupils will learn the importance of effective marketing strategies, a positive business identity, and customer care
Progression Learners who achieve the NPA: • Acquire knowledge and skills required to support business start-up • Improve work related skills and qualities • May progress to Business related qualifications at SCQF level 7 • May progress to SCQF level 6+ vocational qualifications	

ENTERPRISE AND BUSINESS – Level 5

Enterprise & Employability National Progression Award Level 5

This course provides qualifications which enable the candidate to identify, develop and demonstrate enterprise and employability skills. Units are delivered as a cohesive set of tasks based around starting up a business. This course aims to prepare pupils more for the world of work, helps develop teambuilding skills through working with others on a shared project, taking responsibility for their own actions, organisation and planning, self and group motivation, developing leadership skills and generating income. It builds reliance and resilience as they learn from their failures in running the business as much as from their successes.

The four units are

- Personal Development: Self and Work
- Working for Yourself
- Enterprise Activity – participation in the Young Enterprise Company Programme
- Practical business, which includes an introduction to:

Business and Ecommerce
Business and Marketing
Business Finance
Establishing a Business Identity

During the course students will work in teams to set up and run a Young Enterprise company, which can provide a service or create and manufacture products. They will also have the opportunity to sit the Strathclyde University, Young Enterprise Examination.

Entry Requirement

No formal requirement for the course, but energy, commitment and the ability to work with others are essential qualities

Purpose

This course appeals to students who wish to progress into areas of a creative or business nature. It promotes personal confidence, teamwork, competitiveness and positive thinking

Assessment

- Self-assessment and peer assessment using a student log book
- Successful completion of all units and tasks Teacher observation , Participation in Young Enterprise business activities throughout the year which include: Trade fair to judge product, stall and marketing techniques in December
  Preparation of a company report in February

Final company presentation in March

Progression

Students can progress to related courses in further/higher education. Repeating students may be able to progress onto National Progression Award Level 6 in Enterprise & Business

S5 Employability Pathway

This year we have introduced an exciting, new option called an Employability Pathway. It is designed for S5 learners who have completed mostly National 4 in S4 and for whom the traditional course choice at National 5 in S5 doesn't really suit.

Rather than choose 5 subjects from the course choice booklet, you will be able to study some National 4/National 5 qualifications but also be able to undertake extended Work Experience and/or access a College course.

Your Pupil Support Teacher, SDS Careers Adviser and Developing the Young Work Force Coordinator will be able to advise and help plan this option for you.